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ABSTRACT

This World Bank (Washington, D.C.) kit is designed to teach secondary school social studies students the impact of rapid urbanization on Jakarta, the capital city of Indonesia. The kit contains a pamphlet, a booklet, a filmstrip, and a teacher's guide. The pamphlet, "An Economic Summary of Indonesia" provides students with the structure, recent growth, and problems of the Indonesian economy. "Improving Indonesia's Cities," the booklet, introduces two families who are involved in the efforts of the city and national government to improve the living conditions of Jakarta's poor, while the filmstrip, "Building and Rebuilding" repeats the booklet's information and strengthens students' comprehension through visual images. The teaching guide contains: (1) goals and objectives for learning; (2) student activities; (3) the filmstrip's script; and (4) reproducible student worksheets with the answers. Maps, drawings, and black and white photographs are included. (DJC)

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IMPROVING INDONESIA'S CITIES: A CASE STUDY OF ECONOMIC DEVELOPMENT. TOWARDS A BETTER WORLD SERIES, LEARNING KIT NO. 5

Harriet Baldwin and Carol Rosen, Editors

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Improving Indonesia's Cities

A Case Study of Economic Development

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This book is part of Learning Kit No. 5 in the World Bank's series of multimedia kits about economic development, TOWARD A BETTER WORLD. Other materials in the kit are a filmstrip, an economic summary of Indonesia, and a teaching guide. Other kits in the series are listed in the teaching guide. Harriet Baldwin is the author of the materials in this kit, and Carol Rosen is the editor. Carol Crosby Black designed the cover and the layout of the printed materials. The views and interpretations of this book are those of the author and should not be attributed to the World Bank, to its affiliated organizations, or to any individual acting on their behalf. The denominations, classifications, boundaries, and colors used in the maps do not imply on the part of the World Bank and its affiliates any judgment on the legal or other status of any territory, or any endorsement or acceptance of any boundary.

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A Case Study of Economic Development

The World Bank
Washington, D.C.

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Chapter One

The Developing Countries and Their Cities

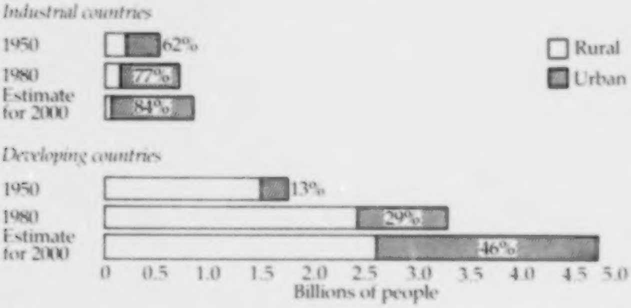
For most of human history, many more people lived in the countryside than in towns and cities. Towns and cities were few. They were centers of government, religion, or trade, where people were artisans or shopkeepers or workers in small factories.

The proportion of rural and urban people began to change in Europe in the 1700s and in North America in the 1800s. Advances in agriculture enabled rural people to produce more food. And inventions in manufacturing and industry increased the number of people who could work in cities. As a result of those changes, rural people began to migrate to urban areas, and the population of cities rose. Factories expanded, and an increasing number of people were employed in the various services urban dwellers need—banks, markets, and transport, for example. Cities became beehives of economic activity that spurred activity in the countryside.

By the early 1900s more people were urban dwellers than rural in Europe and North America. Today, the percentage of urban dwellers in countries on those continents is 75 percent, on average.

The process by which a population shifts from being mainly rural to being mainly urban is called urbanization. The process is complex and leads to many changes in the ways people live and make a living. It goes hand in hand with the growth of industry. Industries locate in urban

Figure 1. Urban Population as a Percentage of Total Population in Industrial and Developing Countries



areas to be near workers, transportation systems, purchasers of their products, and banks and other financial services. As industries grow in a city, they attract more people. And as cities grow, they attract more industries.

Urbanization in Developing Countries

During the time when industry grew and urbanization occurred in Europe and North America, the developing countries continued to have many more rural than urban people. But in about 1950 the proportion started to shift. Changes similar to those that had taken place earlier in Europe and North America were beginning to take place in the developing countries. Industries were expanding, and new ones were being set up. Trade with other countries was increasing. Roads, water and electricity systems, and other services were being extended in urban areas. Urbanization was beginning, and it has continued. It is estimated that half the people in the developing countries will live in cities in 2000.

Urbanization is much more rapid in the developing countries than it was in Europe and North America: it is taking place in one or two generations—20 to 40 years—as compared with 200 years. That speed alone makes urbanization more complex for the developing countries. Other things add to the complexity: standards of living that are already low, and large populations that are growing rapidly.

Why is urbanization so rapid in the developing countries? There are two main reasons. The first has to do with population growth. Health conditions in those countries are improving, people are living longer, and fewer infants are dying. At the same time, couples are continuing to have many children, so many families—both rural and urban—are larger than ever.

The second reason is that rural people are migrating to cities, seeking opportunities for a better life. They want to escape from the countryside where income from farming is low, land is often scarce, and there are few jobs aside from farming. They are attracted to cities because jobs are available there in industries and in the services industries require. And income from urban jobs is higher than farm income. Schooling and training that promise advancement are also more readily available in cities than in the countryside.

What effect does rapid urbanization have on people's lives? Many urban people, of course, have jobs that pay well. They are well educated and have a high standard of

Millions of people in towns and cities in developing countries live in crowded and unsanitary conditions.

Selling cigarettes from a homemade carrier on a city street produces little income.

living. But many more urban people are very poor. They have low-paying jobs in industry or commerce or earn money peddling soft drinks, cigarettes, or food. Some sell bottles and other usable items they find by searching through trash. The urban poor have few opportunities to develop the skills that would enable them to earn more income. They live in makeshift houses they build themselves, often on land they do not own. Disease is common. Their houses are unsanitary and rarely have water or electricity. They are usually crowded together and form a ring around cities.

The quality of life for urban dwellers often declines with rapid urbanization. Roads and highways become choked with vehicles: trucks, rickshaws, carts, wagons, crowded buses, bicycles, motor bikes. Water and power systems do not extend far enough. Trash piles up. Methods of disposing of human waste become inadequate. Many houses deteriorate and become crowded. There are not enough schools and hospitals. Government agencies charged with operating city services are overwhelmed with work. Tax revenues and fees for services do not produce enough money to pay for the improvements that are needed.

Dealing with Urban Problems

What can be done about the problems rapid urbanization creates? Many developing countries have two goals for their cities. One is to operate their cities better, making them more efficient. The other is to improve the lot of the urban poor. To achieve these goals, developing countries are doing many things. For example, they are trying to slow the rate of population growth. Family planning programs are under way, and efforts are being made to encourage families to have fewer children.

In addition, efforts are being made to reduce migration from the countryside by improving conditions there. Training programs are encouraging farmers to adopt new methods that increase crop yields: with higher yields, incomes rise. Rural people who want to set up small factories in the countryside are receiving loans; such factories provide jobs for people who cannot find work on farms. More rural schools and health clinics are being built. These measures help, but they reduce migration only slightly.

So, at the same time, the developing countries are taking

Urban people need education and training to enable them to perform at urban jobs.

steps to improve cities directly. To help poor people earn more income, schools and training programs to increase job skills are increasing. People who want to set up small businesses in slum areas are receiving loans. New bus routes are connecting job centers with the areas where poor people live. The technology used for constructing roads and buildings often employs many people, increasing the number of available jobs.

City governments in developing countries are paying more attention to urban facilities and services. Many are drawing up general plans that help to guide and control growth. They are exploring new low-cost methods of providing water, sewerage, and trash collection to city people. They are taking new approaches to improve housing for the poor and to increase the supply. More resources are going into education and preventive health care. And governments are reorganizing so that they can deal more effectively with the many problems they face. They are also looking for new sources of funds to pay for urban improvements.

Providing health care in urban areas is a goal of many developing countries.

Finally, developing countries are trying to reduce the pressure on large cities, especially capital cities. Industries tend to locate in capital cities because the large and growing populations mean many workers and many purchasers of products. And often industries need to be in touch with government officials. Developing countries are encouraging industries to locate in other cities besides the capital cities. And conditions in those cities are being improved so that they will attract industries.

There are many very large cities in developing countries now. In the mid-1980s there were ten with populations of 5 million or more; it is estimated that there will be forty by 2000. Eighteen of them will have populations of 10 million or more. Seoul, Cairo, Shanghai, Jakarta, Calcutta, and Sao Paulo are among them. Mexico City's population may reach 30 million by 2000.

The things developing countries are doing to improve their cities cost a great deal of money, and their resources are already strained. Their people—both rural and urban—need more goods and services of all kinds, so that their standards of living may rise. How can those countries meet their urban needs and their other needs at the same time?

It is very difficult for developing countries to divide their scarce resources among their many needs. They must make difficult choices, set priorities, and adopt sound policies. They must increase their resources: by encouraging their people to invest in enterprises that produce more goods and services and by improving their tax laws and tax collection systems. They must distribute widely the increased stock of goods and services. And they must attract financial assistance—from national and international agencies that provide funds and from private organizations, commercial banks, and foreign businesses.

This book is about the efforts Indonesians are making to deal with the problems of rapid urbanization. It focuses on two of those efforts in Jakarta, the capital city. It tells the stories of two families and how their lives were affected by those efforts. Stories of families affected by similar efforts could be told about other Indonesian cities. They could be told, too, about families in Manila, Lusaka, San Salvador, and scores of other cities in other developing countries.

Chapter Two

The Setting: Jakarta

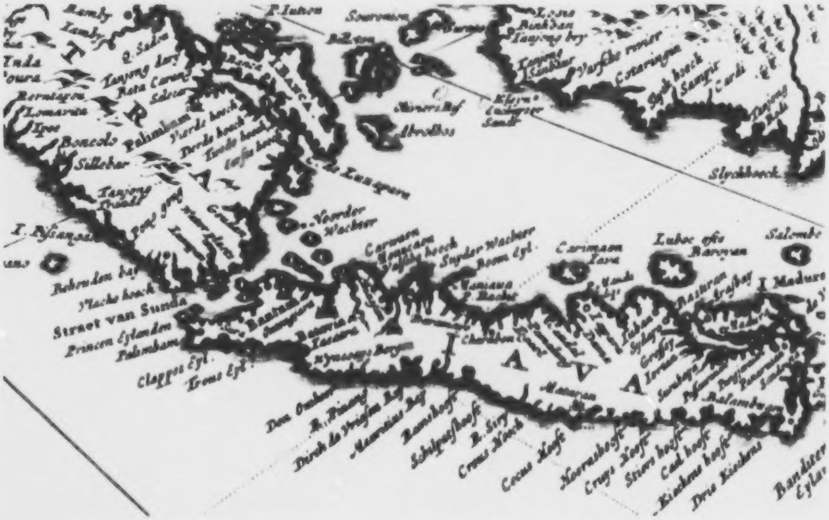
In the 1500s there was a small port at the mouth of a river on the north coast of Java where Jakarta is located today. At that port, rice and spices from interior Java were loaded onto ships bound for other islands and for China, India, and the Mediterranean. Late in the century the Portuguese occupied the port. They soon fortified it to protect the Portuguese ships that carried spices from Java and other Indonesian islands to Europe.

Dutch traders captured the fort in 1619 and drove out the Portuguese. They built a town around the fort and named the town Batavia. It was laid out like towns in Holland, with canals and straight streets that ran at right angles to one another. Dutch farmers and traders went to Batavia to live, and gradually they extended their control to the interior of Java and to other islands. They took over many of the farms and plantations that grew coffee, tea, and spices for shipment to Europe. The trade grew and flourished, and so did Batavia.

Batavia Grew Slowly, Jakarta Rapidly

During the 1800s more people from rural Java began to migrate to Batavia. They worked in the port and in shops and offices. Families that came from the same village often lived together. They spoke the village's dialect, followed village customs, and often returned to the village for festivals. They built houses like those in their village, with dirt floors or wood floors on stilts, walls of bamboo mats, and roofs of palm thatch. Usually they had no legal claim to the land on which they built. The clusters of houses were called *kampungs*, an Indonesian word that means community or village.

By the early 1900s kampungs were scattered throughout Batavia and on its outskirts. In some, houses were well kept, but in many they were crowded and unhealthy. Sometimes the Dutch government had to destroy kampungs to make way for new buildings or roads. Sometimes it tore them down because they were a threat to the health of their residents and others.



This Dutch map, published in Amsterdam in 1690, shows Batavia on the north coast of Java.

Batavia was renamed Jakarta when Indonesia became independent in 1949. People flocked to the city after independence, much more so than during the period of Dutch rule. They were lured by job opportunities—as bus and taxi drivers; as shop clerks, government workers, and waiters in restaurants; and as construction workers on roads, canals, hotels, monuments, and office buildings. The population of Jakarta rose from 1,600,000 in 1950 to 2,900,000 in 1960. In the late 1960s it passed 4,000,000. Jakarta was the largest city in Indonesia, twice the size of the next largest.

Most newcomers crowded into existing kampungs; others built new ones. Three million people lived in kampungs, 70 percent of them in extreme poverty. Most kampung houses were in poor repair and lacked water, electricity, and sanitary facilities. Alleys and paths were unpaved and were dusty during the dry months. Floods were common during the rainy season because there were no channels to drain off rain water. There were no systems for dealing with human waste or removing trash and garbage. And few schools and health clinics served kampung residents.

The city government occasionally tore down kampungs as the Dutch had done. Sometimes new houses were built for the people who were displaced, but they were too expensive for all but a few. And as soon as a kampung was torn down or rebuilt, another sprang up in a different location.

By the late 1960s officials in the city government knew that something more had to be done about the kampungs. They also knew that more houses had to be built for low-income families if the spread of kampungs was to slow down.

Officials in the national government, too, were worried

Most of Jakarta's people live in areas called "kampungs," an Indonesian word that means "community." Conditions in kampungs deteriorate as population and migration from the countryside increase.

Table 1. Survey of Houses in Jakarta, 1969

Kind of house	Percentage of all houses
Houses built of permanent materials (solid walls, cement floors, tiled roofs)	25
Houses built of temporary materials (bamboo mat walls, earth floors, thatched roofs)	44
Houses built of a combination of permanent and temporary materials	31
Houses without private toilets	65
Houses without piped water	80
Houses without electricity	90

about the kampungs—not only in Jakarta, but also in many other cities with kampungs. And, like Jakarta's officials, they knew that more houses had to be built for the urban poor.

Neither the city government nor the national government knew how best to proceed. New steps were needed to deal with the kampungs and to provide houses for low-income families. What might those steps be? And how might they be paid for?

Jakarta's kampungs are often flooded in the rainy season because drainage ditches and canals are inadequate.

In the 1950s and 1960s, urban specialists considered some new ways of dealing with the urban problems of developing countries.

New Ideas about Urban Problems in Developing Countries

Urban experts in many countries had been thinking about the urban problems of developing countries and what could be done to solve them. As a result, some new ideas had emerged by the late 1960s.

One idea was that *slums could be improved.* Tearing them down and rebuilding them was impossible: there were too many people settled in too large an area. Instead, the government might improve the physical infrastructure of slums—it might pave roads and provide water and sanitary facilities. Then slum dwellers might improve their houses at their own expense, especially if they had title to the land their houses were built on.

If slums were to be improved, urban experts believed that three principles should be followed. First, the smallest possible number of slum dwellers should be displaced. Second, slum dwellers should help to plan the improvements to be made. And third, improvements needed to reach only basic minimum standards at first. When alleys were paved, for example, only a few needed to be wide enough for vehicles. Most could be narrower and be used as walkways or footpaths.

Another idea was that *houses could be built at a cost low enough so that low-income families could afford to buy them.* To ensure that houses were built at a cost poor people could afford, the builder—usually the government—would study family incomes in the town or city where houses were to be built. Then it would decide on the range of income of the families for which it would build houses. After that, it would decide what percentage of their incomes—usually 20 to 25 percent—such families could afford to spend on their houses over a period of 15 or 20 years. And, finally, it would design houses that could be built for that amount.

Such houses would be extremely simple: urban experts called them *core houses.* They would be built on land the government purchased and on which it installed roads, drainage ditches, piped water, and electricity. The houses would consist of only a floor, a roof, walls, and—very important in maintaining health—a simple but sanitary toilet. Materials would be durable but inexpensive. People who purchased core houses would complete them using their own money.

A third idea was that *governments could get back—or recover—some of the costs of new urban programs.* City governments in developing countries paid for the limited urban facilities and services they provided. The money came from three sources: tax revenues, fees from users of services, and funds from national governments. But the money received barely covered costs. How could city governments pay for new urban programs?

The answer, urban experts said, was that existing tax laws could be revised. New taxes could be imposed. Methods of collecting taxes could be made more efficient. And if simple houses were built, the costs of building them could be met from the sale of the houses.

New Urban Programs for Jakarta

The new ideas about urban problems stimulated the thinking of officials in the governments of Indonesia and Jakarta in the late 1960s. And the officials adopted the new ideas as they decided what to do about the kampungs, how to provide more houses for the urban poor, and how to meet the costs of doing both. The steps they took were in line with the first national development plan that operated from 1969 to 1974. The plan stated that improving urban conditions was a national policy.

In 1969 the government of Jakarta started a five-year program to improve conditions in 89 kampungs. The kampungs were among the poorest in the city and were scattered through the oldest and most congested part of Jakarta. They covered an area of about nine square miles and housed about a million people. The program was called the Kampung Improvement Program, or KIP for short. Between 1969 and 1974, 120 miles of roads and 140

The Kampung Improvement Program consists of many steps to upgrade Jakarta's kampungs. Installing drainage ditches is an important improvement.

miles of footpaths were paved in the kampungs. Drainage ditches were installed, water pipes laid, and toilets built.

A goal of the program was to encourage kampung residents to upgrade their houses. Allowing them to own their land would be an incentive. But laws governing land ownership are more complex in Indonesia than in many developing countries. To avoid delays in the Kampung Improvement Program, government officials agreed to proceed without providing legal title to land.

Even without title to their land, many people in the 89 kampungs made improvements in their houses. They replaced bamboo mat walls with bricks, for example, or paved floors with cement. They were willing to spend money on their houses because they felt secure. They reasoned that the government was unlikely to destroy their neighborhoods after spending so much to improve them.

By 1974 it was clear that KIP was a success. But it was only a small step. The city's population was 4,500,000 in

Paved roads, better drainage, and easier access to water bring many changes in the lives of kampung residents.

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1970, and the estimate for 1980 was 6,500,000. Most of the newcomers would live in kampungs. KIP needed to grow. But at the same time, more houses were needed for low-income people to relieve the pressure on the kampungs.

The government of Indonesia had followed the progress of KIP with interest. The program had improved conditions in Jakarta, and similar programs could be set up in other cities. The national government was also interested in building houses for low-income families in Jakarta and other cities.

So officials of the city and national governments together planned two programs for Jakarta. One would extend KIP, and the other would build houses for low-income families. The first stage of the new programs would last two years.

The new Kampung Improvement Program was to have the same features as the original program, but the pace was to be stepped up. The area to be improved in two years was about the same as that improved in five years under the original program. The population affected was also about the same. A new feature was that more services would be provided to kampung residents: schools, health clinics, and a system for collecting trash. After the first two-year stage, KIP would be extended to other kampungs until all the kampungs in the city had been improved.

KIP would be managed by a new unit, called the KIP Unit, in the Jakarta government. The unit would be made up of the people from several departments who had managed KIP since 1969. New staff would be added. The city's Department of Health and Education would assist in building schools and health clinics. And an agency in the national government's Ministry of Public Works would help in certain ways. That agency was called Cipta Karya, which means Department of Human Settlements in Indonesian.

The housing program for low-income families had the name of the part of the city where it would be built, Klender. There the government would buy a square mile of land and install roads, water, and electricity. It would build schools, health clinics, and other community facilities. Eight thousand houses would be built for families with low incomes within a certain range. Most houses would be core houses that purchasers would be encouraged to complete at their own expense. Mortgages would be made available.

A new agency of the national government would be responsible for Klender. The agency would be called PERUMNAS; the name came from the first letters of the Indonesian title of the program. PERUMNAS was to help city governments throughout the country to build houses for low-income families. An existing savings bank would be reorganized so that it could provide mortgages: it would be called the National Savings and Mortgage Bank, or NSMB for short. NSMB would work closely with PERUMNAS. Mortgages issued to Klender families would be the first ever issued in Indonesia.

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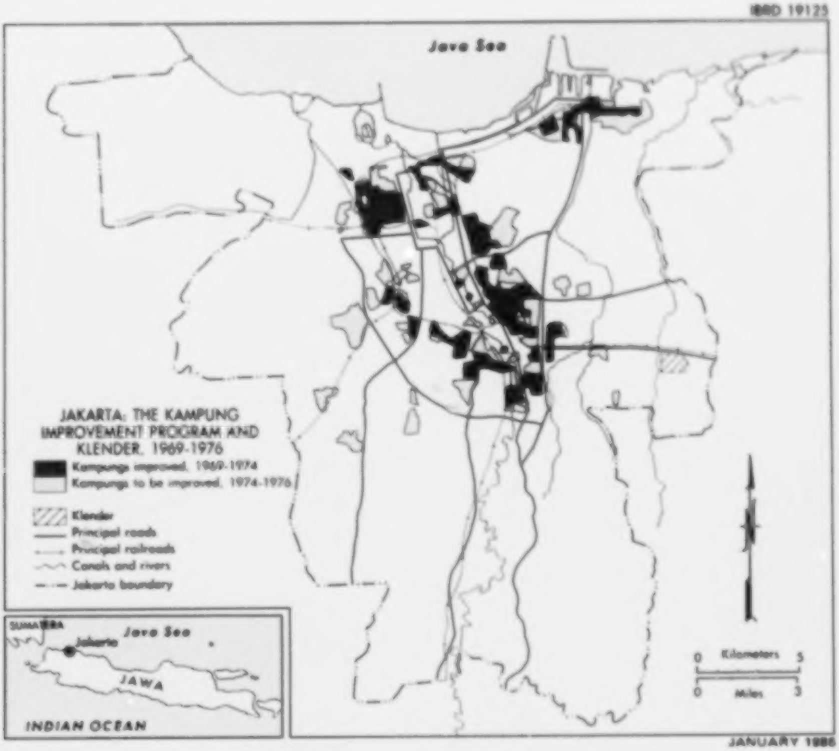


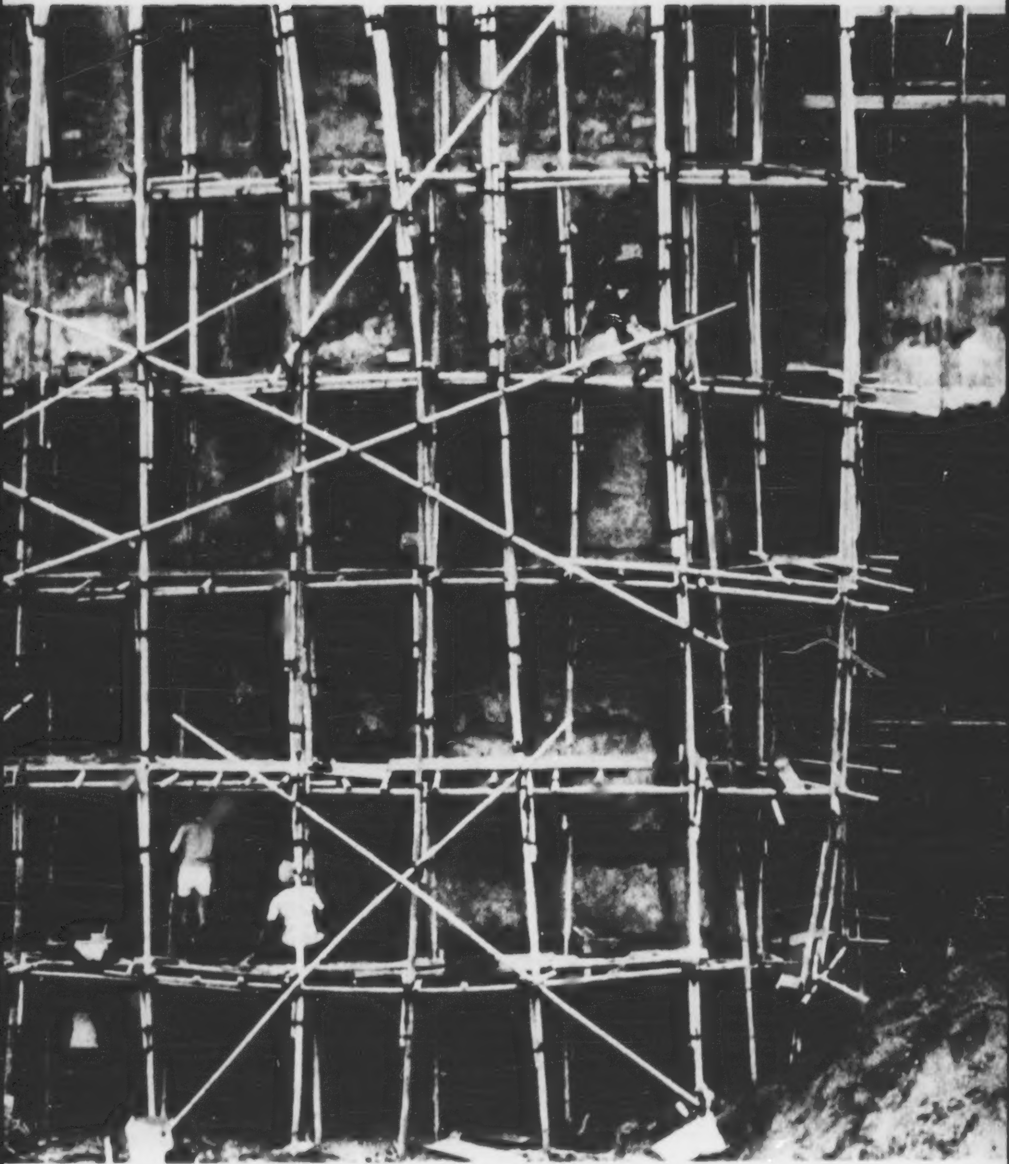
JANUARY 1986

Table 2. Estimated Cost of the Kampung Improvement Program and Klender, 1974–76

Program and source of funds	Amount (U.S. dollars)
Kampung improvement	
From government of Jakarta	17,900,000
From government of Indonesia	—
From World Bank	18,300,000
Estimated cost	36,200,000
Klender	
From government of Jakarta	800,000
From government of Indonesia	6,900,000
From World Bank	4,100,000
Estimated cost	11,800,000
Technical assistance	
From government of Jakarta	—
From government of Indonesia	400,000
From World Bank	2,700,000
Estimated cost	3,100,000
Total	
From government of Jakarta	18,700,000
From government of Indonesia	7,300,000
From World Bank	25,100,000
Total estimated cost	51,100,000

How would KIP and Klender be paid for? A World Bank loan would provide about half the funds; the rest would come from the governments. City revenues would be increased to pay for KIP: the property tax would be revised and would be collected more systematically. The cost of Klender would be recovered from the purchasers of the houses.

The new programs for Jakarta had many features that were new and experimental. As the programs went forward, people in Indonesia watched them with interest, as did people in other developing countries.



Jobs in construction—of roads, monuments, and large buildings—attract Indonesia's rural people to Jakarta.

Chapter Three

Trini's Story

Trini was born in a village in central Java in 1930. When she was 25 she moved to Jakarta with her husband, Kodir, and their two children. There had been little opportunity for the family in the village. Trini and Kodir had several brothers and sisters, and there was not enough land to support all of them. Perhaps they would fare better in Jakarta.

For a while the family lived with Kodir's uncle, who had gone from the village to Jakarta many years before. The house was in a kampung in central Jakarta. After two years, the uncle bought a small two-room house in the same kampung and rented it to them. The house had a dirt floor, bamboo mat walls, and a thatched roof. It had no running water, plumbing, or electricity.

Kodir's income from various construction jobs—roads, buildings, and monuments—was just enough to pay for the family's food, rent, and simple clothing. But when the elder child was ready to start school, Trini and Kodir needed more money for school fees and clothes. To earn it, Trini cooked snacks that kampung children, too poor to go to school, sold for her in the kampung. Soon afterward Kodir enlarged a window in the wall of their house that faced the alley so that Trini could operate a *warung*—a small shop. She prepared soup and tea in the house and sold them through the window to kampung residents.

Trini and her family suffered during the disorder in Indonesia in the 1960s. Kodir lost his job, the children had to drop out of school, and Trini had few customers at her

Her family's wellbeing depends on the income Trini receives by preparing food and selling it from the warung she operates in her home.

warung. But the family's life improved as conditions in the country improved. Kodir was hired by a company that was putting up an office building nearby, and Trini's son worked at the site as a watchman. Her daughter helped her with the warung, and her customers increased.

In 1970 Trini's son married and went to live with his wife's family. The next year her daughter married and her son-in-law moved into the house. He sold soft drinks near some shops outside the kampung, using a cart he had built himself. A year later Trini's first grandchild was born, and within the next few years there were two more. To help meet the added expenses, Trini's daughter cooked snacks that kampung children sold, just as Trini had once done. The house was crowded now, all the more so because relatives often came from the village to Jakarta to find work. They stayed with Trini and her family until they found a place to live.

Things went well for Trini's household when all the adults had work, when everyone was well, and when the rains were only moderate. When the rains were heavy, construction slowed down and Kodir earned less. The kampung often flooded, and fewer people purchased snacks and food from the warung.

In the early 1970s Trini heard that the government was paving roads and laying water pipes in a kampung nearby. And she heard that the same things might be done in her kampung. The news surprised her. Kampung residents were afraid that the government would burn their houses or tear them down and force the residents to move. Did the activity nearby mean trouble? Or help?

So Trini and her neighbors were both suspicious and hopeful when government officials in minibuses came into the kampung in early 1975. The officials told them that

When officials of the Kampung Improvement Program came to Trini's kampung, they raised more questions than they answered.

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they were making plans to pave some roads and footpaths and lay water pipes. Trini and her neighbors surrounded the officials and asked them many questions. Which roads would be paved? Which footpaths? Would there be water taps? How many? And where? Would they have to pay? How much? The officials said they could not answer the questions until they drew up detailed plans.

For two or three days after the officials' visit, kampung people talked of little else. They wondered especially if officials would pay attention to their ideas. But when a month passed and nothing more happened, they guessed that the kampung would remain as it was.

Then, in the middle of the year, the leader of the neighborhood association that Trini belonged to called a meeting. Its purpose, he said, was to enable people to talk about improvements the government was planning for the kampung. Trini was one of the first to arrive at the meeting.

The leader said that he had met with leaders of other neighborhood associations in the kampung and with a representative of the *lurah*, the government official responsible for the kampung. They had discussed the government's plans for the kampung. Meetings like this one, he went on, were to be held in all the neighborhoods in the kampung. Why? So that people could hear about the plans for the kampung and suggest changes.

The leader explained that many kampungs in the city were to be improved. Roads were to be paved and drainage ditches were to be constructed beside them. Footpaths were to be paved, too, and canals dug, water pipes laid, and water taps installed. Public latrines—with toilets, showers, and water taps—would be built, and garbage bins and garbage carts provided. Most kampungs would have new schools and health clinics. No kampung would have all the improvements its people wanted, he said, but every kampung would have many.

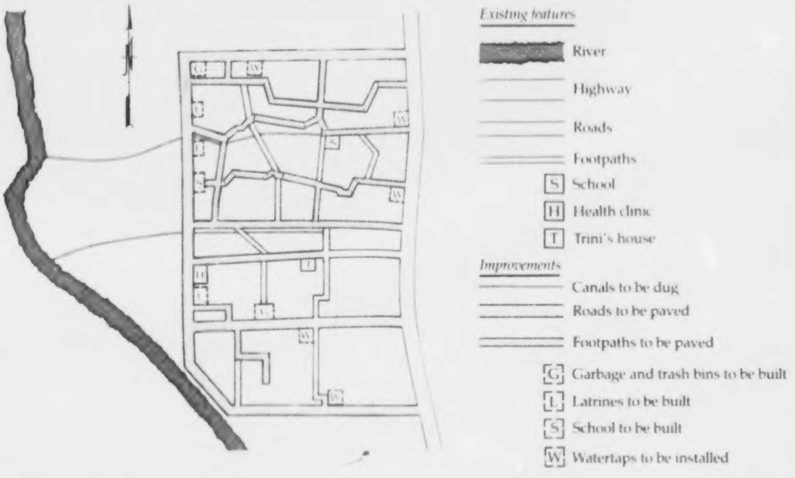
Then the leader turned to the map on the wall of the meeting room. He said that 10,000 people lived in the kampung and that it was about 60 acres in area. He pointed to the middle of the map where Trini's neighborhood was located and to the health clinic and school built several years before. He said that only a few footpaths were shown on the map. Then he explained the letters and lines on it.

As they came to understand the map, Trini and her neighbors had many questions. If some footpaths would be paved, why not all of them? Why were most of the roads to be paved located on the edge of the kampung? And why was the new school at the edge of the kampung instead of in the middle? Why were there no latrines and water taps in their neighborhood? The questions went on and on.

The leader asked the group if they had any suggestions to make. Trini pointed out that most of the footpaths in the market area south of the school were not shown on the map. She added that only a short stretch of one footpath in the market area was to be paved. The area was usually crowded and often muddy, she said, and there should be more pavement there. Others in the group agreed.

The leader said that if they wanted more pavement in

Figure 2. Preliminary Plan of Improvements in Trini's Kampung



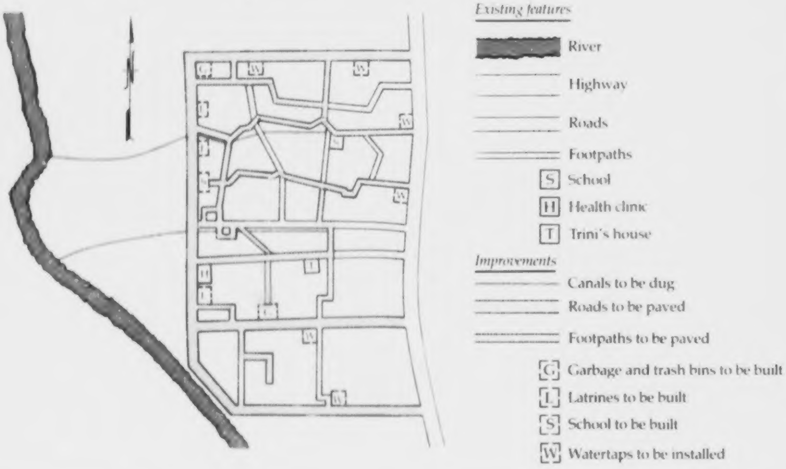
one place, they would have to give up pavement in another place. So the group studied the plan. After a long discussion, they agreed on a stretch of footpath that could remain unpaved if more footpaths in the market area were paved. The leader said he would pass along the suggestion.

In the days that followed the meeting, Trini and her neighbors discussed the changes that were to be made. Most people were pleased with them. But they all dreaded the disruption in their lives that would come when the construction began.

Late in the year, the leader of Trini's neighborhood association called another meeting. He showed Trini and her neighbors a revised plan for changes in the kampung. They saw that their suggestions from the earlier meeting were on the plan. The leader pointed to the northeast area of the plan. A change had also been made there, he said, that area residents had suggested.

The disruption Trini and her neighbors had dreaded began early in 1976 and continued for six months. The

Figure 3. Final Plan of Improvements in Trini's Kampung



kampung was crowded with construction equipment and workers. Earth movers and trucks, cement mixers and wheelbarrows, welders and pipefitters, bricklayers and carpenters—they seemed to be everywhere. The footpath facing Trini's house was paved and drainage ditches were dug and paved on both sides. Trini and Kodir built a bridge over the drainage ditch between the footpath and the house, so that Trini could serve her warung patrons.

The improvements in the kampung changed Trini's life in a number of ways. Having the roads and footpaths paved made getting around easier. The kampung was less dusty in dry weather, and rain water flowed into the drainage ditches and the canals and then into the river. The kampung now flooded only when the river flooded.

Constructing drainage ditches and paving roads and footpaths disrupted life in Trini's kampung for several months.

The garbage bins at either end of the kampung helped make the kampung cleaner. For a while, old habits persisted: people often threw garbage and trash into the footpaths and roads. Soon the drainage ditches were clogged. So the neighborhood associations decided that each resident would be responsible for the ditch in front of his or her house. After that, people were better about taking their

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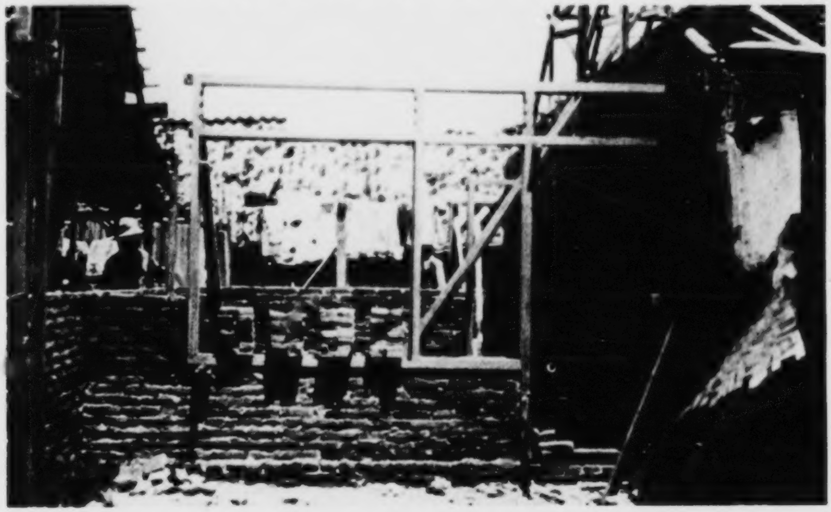
trash to the garbage bins. The bins overflowed sometimes when the city garbage trucks were late in emptying them or skipped the pick up altogether. But most of the time the bins worked well.

Slowly Trini and Kodir began to improve their house. They paved the dirt floor with cement and replaced the bamboo mats on the walls with boards. Trini bought some potted plants and put them near the doorway. Kodir and his son-in-law built a second story on their house; it had a tile roof. Now, at last, the house felt big enough for all the members of the family and their frequent guests.



When the improvements made under the Kampung Improvement Program were complete, many kampung residents rebuilt their houses.

Having water nearby was a help. Trini used a great deal of water—for laundry, for meals for her family and warung patrons, and for washing her dishes and cooking utensils. For more than 20 years, she had carried water from a well in a neighboring kampung or had bought it from a vendor who sold it in the footpath in front of her house.

For awhile after the kampung was improved Trini had been able to get water from the latrine near her house. But the water pressure was often low, and it took a long time to fill her water buckets. Other people throughout the kam-

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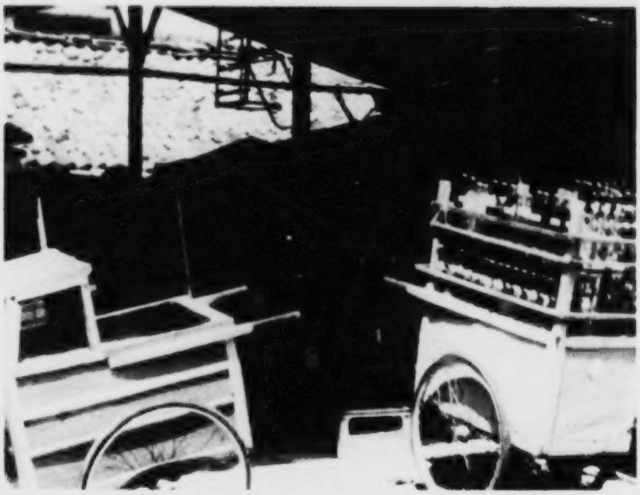


As conditions in the kampung improved, the number of small businesses increased. More small businesses meant more jobs for kampung residents.

pung were having the same trouble. So the neighborhood associations persuaded the lurah to place large water drums in the latrines. The drums could be filled when water pressure was high and people could fill their buckets from the drums when the pressure was low. Kampung residents paid a young man to keep the drums full.

Trini's grandchildren started to school two years after the school was built. She was pleased that their walk to school was short. Her own children had gone farther away to school.

Some kampung people started up small businesses. There were several kinds: repair shops, a lumberyard, a workshop that built carts to carry soft drinks like the one Trini's son-in-law had built. Trini's son-in-law got a job in a new workshop that made kerosene lamps.

The biggest change in Trini's life made by the improvements in the kampung was that she felt more confident about the future. Her neighbors felt the same way. Kampung residents began to lose their fear that their houses might be destroyed. People felt that the government would not wreck their kampung after spending so much money on improvements.

Although Trini's life is better in the mid-1980s than it was a decade ago, she still has many of the worries she had then. Money is one of them. No one in the household earns much, so what if Kodir or her son-in-law loses his job? Illness is another worry. What if a family member becomes ill and needs medicine and has to go to a hospital? She worries, too, about the increasing crowding in the kampung. What if relatives from the village, staying with her temporarily, fail to find a house of their own? What if . . . ?

With all her worries, Trini has a great deal of hope. If she manages her money carefully, she can have a well dug in her house. And someday she may have a hookup to the electric power line.

But the greatest source of hope for Trini is her three grandchildren. If things go well and they finish secondary school, they will be able to get better jobs than their parents or grandparents had. When Trini looks at her grandchildren, she often thinks that she and Kodir came to the city because there was no opportunity in their village. They found opportunity in Jakarta.

Trini believes that her granddaughter and her two grandsons will have better opportunities in their lifetimes than she and her husband had.

Chapter Four

Santoso's Story

Four of Indonesia's 27 provinces are located on Kalimantan, part of a large island north of Java. All but a coastal fringe of the island is tropical jungle, so many people make a living in ways that use forest products.

Santoso was born in Banjarmasin, the capital city of Central Kalimantan, in 1950. From the time he was a boy, he made crates and barrels in his father's lumber workshop. The workshop was built on stilts at the edge of the river that flows through Banjarmasin. Santoso's house, also built on stilts, was a little distance away. When the tide was high during the rains, the river sometimes rose and washed over the floors of the workshop and the house.

Santoso's family was poor, but his father and older brothers earned enough in the workshop so that there was usually enough food. And there was money enough so that Santoso could go through primary school and two years of secondary school. He dropped out of school in 1965 when political conditions were unsettled throughout Indonesia. His father needed him in the workshop.

In 1970 Santoso went to live in Jakarta. His brother had gone to Jakarta two years before and encouraged Santoso to join him. Santoso could make more money in Jakarta, the brother said, than he was making in the workshop.

Santoso lived with his brother and sister-in-law and their two small children in a kampung in the southeastern part of the city. For about a year he did odd jobs—helping with a neighbor's shop, working for a water vendor, loading lumber onto delivery wagons for his brother's company. Then the company hired him as a driver. It was a steady job and paid just enough so that he could help with household expenses and send a little money from time to time to his parents in Banjarmasin.

Four years after he got to Jakarta, Santoso heard that the government was going to purchase land near his kampung and build houses there to be sold to low-income families. It would also lend money to low-income families to enable them to buy the houses. At first Santoso and his neighbors did not believe what they heard. But they knew that something was going on to the east of their kampung because government cars often passed by headed that way. Soon signs were posted a 15 minute walk from the kampung on flat land with rice paddies here and there. The signs said that the land was owned by PERUMNAS, the national housing agency. A community called Klender, for low-income people, would be built there.

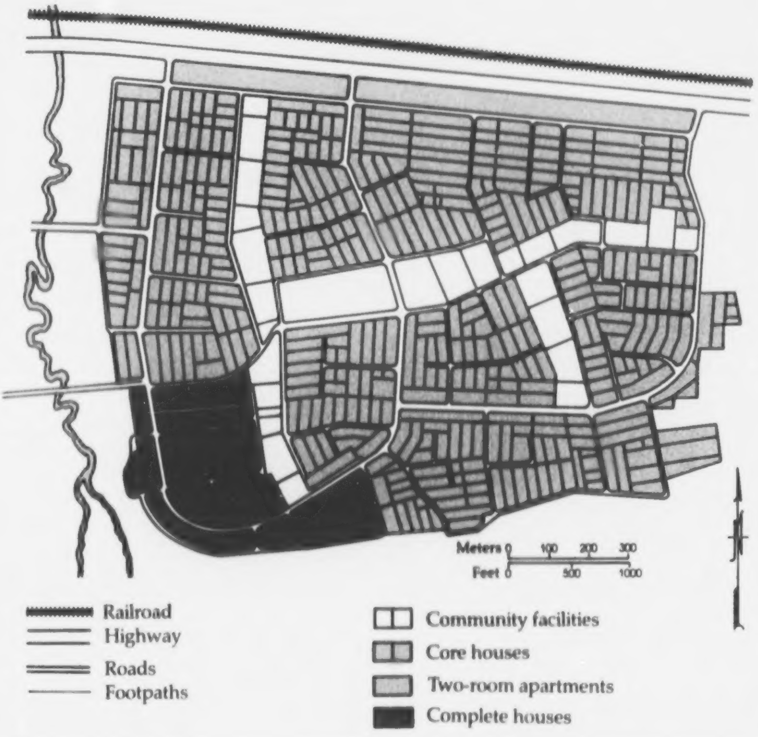
When the signs about Klender went up, people in Santoso's kampung talked a great deal about the new community. But interest soon died down because nothing more happened. There were many rumors: the government had given up its plans for Klender . . . it had been unable to buy all the land it needed . . . officials had disagreed about how the land should be divided up . . . they disagreed about the kinds of houses that should be built . . . there would be no Klender after all.

Then, in 1976, trucks, bulldozers, and concrete mixers began to pass Santoso's kampung headed for Klender. Santoso sometimes visited the site and watched as roads were laid out and paved and water pipes were installed. As soon as the roads were complete in an area, houses began to go up, and the road crew moved on.

On one of his visits to Klender, Santoso fell to talking with a worker who invited him into the administration building. They looked at a map of Klender. The worker explained that several houses would be built in each of the rectangles on the map: altogether about 8,000. Community facilities would occupy the large unshaded areas on the map: markets and shops, schools, open fields, a community center, mosques, and—at the center of Klender—a bus station, fire and police stations, a health clinic, and a movie theater.

Santoso asked if the houses would really be sold to poor people. The worker said they would be. Only families with low incomes within a certain range could qualify for Klender houses, he said. And houses would be built that those families could afford. Some would be on larger lots than others and would cost more, but the houses themselves would be simple. They were called core houses, the worker continued. Only essential parts would be built, and purchasers would complete the houses at their own

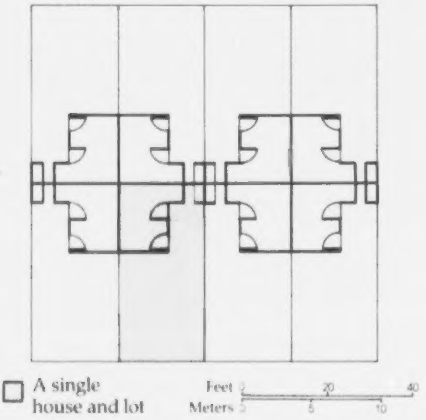
Figure 4. Klender



expense. One area of Klender would have two-room apartments, the worker went on. Another would have complete houses that people at the top of the income range could afford to buy.

Then the worker showed Santoso a diagram of eight house lots; he shaded one lot to make the plan easier to understand. Santoso could see that the houses had a single room with a separate unit that had water for cooking and bathing and a toilet. The water would be carried by pipes connected to city water mains. All the houses would be made of the same materials, the worker said: floors of cement, walls of cement blocks, frames of metal, and roofs of synthetic tile.

Figure 5. Plan for Eight House Lots in Klender



After the conversation, Santoso believed that the government really was building houses for poor people. He mentioned the conversation to his brother: might his brother be eligible for a Klender house? They guessed that his brother's income was too low.

In the spring of 1978 the first set of houses in Klender was ready to be sold. Posters were placed in government offices, and announcements were made in newspapers and on radio and television programs. Purchasers had to meet certain requirements, but thousands of people in

Jakarta met the requirements and applied for Klender houses. PERUMNAS processed the applications: still there were seven applicants for every lot. So a lottery was held to determine who would get the houses.

A family that lived near Santoso in his kampung purchased a Klender house, and Santoso often visited them. To his surprise, the family's monthly payment was only a little more than his brother's rent in the kampung. Soon after the family moved in, they planted trees in the front yard and built a walk from the house to the footpath. And within a year they had built a second room for the house.

As the Klender residents added to their houses, the houses began to look very different.

Many other Klender residents were adding to their houses. Some built porches or verandahs, some added kitchens and other rooms. Many planted vegetable gardens, fruit trees, and flowers. Santoso wished that he might someday have a Klender house. But he thought he would never be able to afford one.

1980 was an important year for Santoso. Early in the year his kampung was improved under the Kampung Improvement Program. At midyear he got a job as a driver for a government agency. And in the fall he married Wati, a young woman who had come to Jakarta from a village in Central Kalimantan about the time he had come to Jakarta.

She had been living in Santoso's kampung with her aunt's family, working in a small factory that made batik.

Six months after their marriage, Santoso and Wati rented a house of their own in the kampung. They had both lived in the kampung for ten years and expected to live there always. The Kampung Improvement Program had made the kampung more livable. But their new house began to feel crowded when their first baby was born a year after their marriage.

Things were going well until economic conditions became difficult throughout Indonesia in late 1981. The price of food rose; then Wati lost her job. Santoso was afraid he might lose his, too. They had to cut back on all their expenses and spent all that Santoso earned.

Early in 1982 PERUMNAS announced that the last group of Klender houses—500 of them—was ready for sale. Santoso had never thought about applying for a Klender house, but now he wanted to. He was afraid that his income was too low and that he and Wati could not afford the monthly payments, especially when times were hard. But he and Wati decided to find out about the houses anyway: there was no harm in doing so.

So Santoso went to one of the offices where information about the houses was available. He found several lines of people waiting to talk to officials seated at long tables. On the wall were large posters that stated the requirements Klender applicants had to meet. Applicants' monthly income had to be between 30,000 rupiahs (US$50) and 60,000 rupiahs (US$100). Santoso's face lighted up: his monthly income was 32,000 rupiahs. He met other requirements too. Applicants had to be between 30 and 35 years of age; they had to be married; they could have no more than three children; they could not be homeowners. People who had lived in Jakarta for at least ten years would have an advantage. So would people who had been at the same job for at least five years. That worried Santoso: he had been steadily employed for ten years but at his present job for only two. So he was delighted, when his turn came, to have an official tell him he appeared to be eligible for Klender. He took home an application form to fill out.

Two weeks later Santoso was back in the office with the application form and the documents that went with it: copies of his driver's license and his marriage certificate, and statements from his employers about his job record and income. The lines were much shorter this time. An official told him that probably 2,000 people would complete application forms, and probably half that number would be eligible for houses. A final selection would be made from those 1,000 applicants.

Santoso held his breath as the official examined his papers and discussed them with another official. He smiled when he heard that his application was acceptable.

The last 500 houses in Klender went on the market in early 1982.

Santoso and Wati were excited about the conversation with the official, but they knew that the competition for Klender houses was keen. Santoso now knew that he would have to make a down payment on a Klender house. He had no savings, but his brother offered to lend him 10,000 rupiahs (US$15). Santoso and Wati were eager and worried as month after month went by with no word from PERUMNAS.

Then finally, almost a year after the sale of the houses had been announced, Santoso received a letter from

PERUMNAS. He was one of the finalists for a Klender house: would he please come to Klender to discuss financial arrangements?

When he got to Klender, an official showed Santoso a table that contained information about the two kinds of houses that were for sale. Purchasers of Klender houses could spend no more than 25 percent of their monthly income for payments, the official explained. Santoso could see at once which house he could afford.

Table 3. Terms for Financing a Klender House

Term	800 sq. ft. lot	1,500 sq. ft. lot
Price	1,000,000 Rp	1,500,000 Rp
Down payment	50,000 Rp	150,000 Rp
Loan amount	950,000 Rp	1,350,000 Rp
Annual payment @ 5% for 20 years	76,200 Rp	110,700 Rp
Monthly payment @ 5% for 20 years	6,350 Rp	9,200 Rp

Note: Amounts in Indonesian rupiah.

He also could see at once that his brother's 10,000 rupiahs would not cover a down payment. Under those circumstances, the official said, Santoso could sign a preliminary sale agreement, live in the house for two years, and make monthly payments against the balance due on his down payment. After that, he could get a mortgage from the new National Savings and Mortgage Bank.

Santoso made some quick calculations and found that he could afford the arrangement the official suggested. He could pay the balance due on his down payment and repay the loan from his brother in two years. And he would still have enough money to pay for the materials he would need to complete the house.

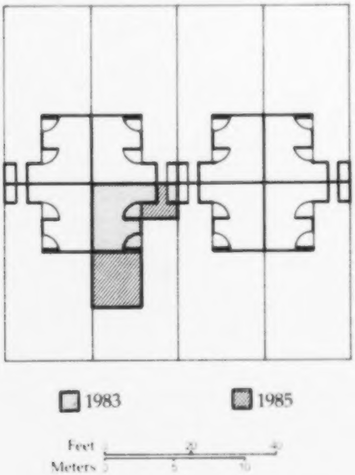
Santoso and the official signed some forms and shook hands; then Santoso hurried home. That night he and Wati, some neighbors, his brother's family, and her aunt's had a celebration.

Wati takes pride in the kitchen Santoso built soon after they moved into their house in Klender.

Santoso and Wati moved into their house in Klender early in 1983, just before their second child was born. Santoso built a kitchen with materials he bought from PERUMNAS. PERUMNAS bought them in bulk quantities and sold them at cost to Klender residents. In front of the house, he and Wati built a low wall and a walkway. Wati planted flowers along the wall.

By managing their money carefully, Santoso and Wati were able to make their monthly payments and save a little bit each month. And in early 1985 they got a mortgage from NSMB and permanent title to their house. They were very pleased. Neither of them had dreamed that they might one day own land and a house in Jakarta. After Santoso got a wage increase later in the year, they could afford to build a bedroom. When it was finished, they made plans for a second bedroom.

Figure 6. Santoso and Wati's House in 1983 and 1985



Today, in the mid-1980s, Santoso and Wati say that living in Klender has changed their lives. They feel that they are offering their children more opportunity than they themselves had when they were children. The community is clean and orderly; there are good schools and other community facilities nearby.

But Santoso and Wati worry. They have little money. Even though their expenses are rising, they want one more baby, but only one more: they say with pride that they are family planners. They worry that Santoso may lose his job or that someone will get sick.

Even so, the future looks bright. Santoso has decided to finish secondary school and attends an adult school after work. Perhaps he will try to go to college: with more education he could get a better-paying job. Someday, perhaps, Wati too will go back to school. She would like to be a teacher.

When Wati was growing up in a village in Central Kalimantan, she did not expect that she would one day live in Jakarta in a house she and her husband owned.

Chapter Five

Summing Up

The population of Jakarta grew from 4,500,000 in 1970 to 6,500,000 in 1980. It is estimated that it will be about 9,600,000 in 1990 and 15,000,000 in 2000. Jakarta will then be larger than the largest cities in the world today.

Because the city is growing so rapidly, the Kampung Improvement Program and Klender are only drops in a bucket that is always getting bigger. Even so, the programs have improved the living conditions of hundreds of thousands of Jakarta families. And they have influenced urban programs in many other cities—in Indonesia and in other developing countries.

The Kampung Improvement Program

The improvements in Trini's kampung were completed in 1976. In the next eight years, the Jakarta government improved all the city's kampungs except two groups: those that had grown up recently and those that were in the way of highways or large buildings that were to be built. The principal phase of the Kampung Improvement Program was finished by 1984. From then on the program was smaller in scale. It consisted of upgrading improvements made in the early 1970s and improving—at a slower pace—kampungs built recently.

Most of the expenses of KIP from 1969 to 1984 were met from the city's revenues and from loans—three from the World Bank and one from the Asian Development Bank. Costs for the period from 1974 to 1976 were about what had been expected. The total cost of the program from 1969 to 1984 was about US$200 million. That amount is adjusted to take account of inflation and changes in the exchange rate of Indonesian rupiah and the U.S. dollar.

In addition to the improvements summarized in Table 4, most kampung residents improved their houses. KIP officials estimate that kampung people spent two dollars of their own resources for every dollar spent by KIP.

The health of kampung people improved because of better sanitation and the new health clinics. A new program was set up at the clinics to train kampung people as clinic workers. They provided simple health care and taught classes about family planning and the topics that prevent illness—sanitation, hygiene, and nutrition.

Many people got jobs during the construction phase of KIP. All the work was done by Jakarta firms. To manage the

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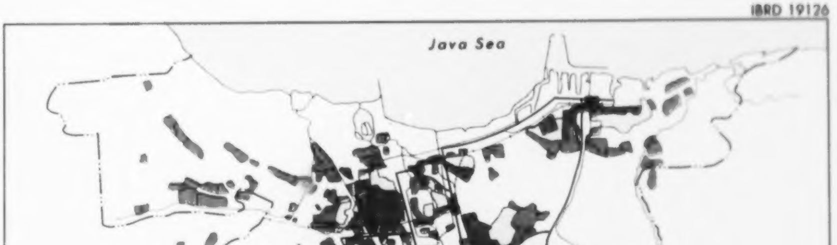

JAKARTA: THE KAMPUNG IMPROVEMENT PROGRAM, 1969-1984

JANUARY 1986

Table 4. Some Achievements of the Kampung Improvement Program, 1969–84

Kind of improvement	Number
Kampungs improved	619
Area improved (square miles)	51
Population affected	4,900,000
Roads paved (miles)	826
Footpaths paved (miles)	1,031
Drainage canals dug (miles)	324
Water pipes laid (miles)	151
Public water taps	2,598
Latrines (toilets, showers, taps)	278
Simple toilets	11,595
Garbage collection areas	647
Garbage collection carts	739
Health clinics	109
Primary schools	171

increased work load, old firms had to hire more employees, and new firms were set up. Later on, many small companies that did home improvements for kampung residents hired more employees.

More jobs became available in the kampungs. The number of warungs and small workshops increased. Residents who wanted to start small businesses could get advice from KIP about making and selling their products and keeping their accounts. And kampung people had better access to jobs in other parts of the city when bus service was supplied to improved kampungs.

But the Kampung Improvement Program had many problems. Construction was often brought to a halt when negotiations to purchase land for schools and health centers dragged on and on. Serious tensions arose between residents and officials who failed to take residents' wishes into account. Trash and garbage facilities were often poorly maintained by kampung residents. Water was a continuing problem. Pressure was often low. And there were too few taps, they were poorly maintained, and they were usually crowded.

City officials were unable to make many of the changes they had planned to make in the property tax and the methods of collecting it. Those changes would have helped to pay for KIP. KIP costs were met, however, out of the property tax and increased revenues from other sources.

But the problems the Kampung Improvement Program encountered were small compared to its accomplishments. Its success meant that it would be copied in other cities. In the mid-1980s kampung improvement is taking place in all Indonesia's large cities and many smaller ones—over 250 in all. The work is managed by local governments with assistance from Cipta Karya, the national government agency that helped with KIP in Jakarta. The costs are being met from city revenues, grants from the government of Indonesia, and—in some cities—by loans from national and international agencies.

Slum upgrading programs similar to KIP are going on in cities in many developing countries. Among the cities are Manila and Bangkok, Tunis and Yaounde, Lima and Recife.

The Kampung Improvement Program in Denpasar, the principal city on the island of Bali, has many of the features of Jakarta's program.

Klender

When Santoso and Wati were settling into their house, Klender was a bustling town of 40,000 people. Its streets were lined with houses that varied in size and style. At the heart of the community were mosques, markets, schools, a health clinic, and other community facilities. Also at that time, communities in towns and cities throughout Indonesia were being built on the principles first used at Klender.

Klender was a "first" in two ways in Indonesia. The first core houses were built there, and the first mortgages were offered. Many problems arose while Klender was being built, but lessons were learned that were applied in communities like it.

The main roads of Klender were not durable enough and had to be rebuilt. The supply of water was inadequate and irregular, and many families had to dig their own wells. Construction was delayed a year because negotiations to purchase parts of the site were long and drawn out.

Because of the lessons learned at Klender, these problems did not arise in the communities like it that were built later. The main roads were designed to withstand heavy

Table 5. Houses and Community Facilities in Klender

Kind of facility	Number
Houses	
Core houses	7,062
Complete houses	445
Community facilities	
Markets and shops	31
Mosques	31
Electricity distribution stations	12
Schools	11
Deep wells	4
Community centers	1
Fire station and post office	1
Health clinic	1

Klender was the first community of core houses in Indonesia. Forty thousand people live there.

vehicular traffic. Many wells were built; plenty of time was allowed for the purchase of land.

Another problem at Klender was with housing materials. The original plans called for dirt floors, timber framing, and bamboo matting for walls. Some PERUMNAS officials were afraid that people would not buy houses made of those materials. So after months of discussion more expensive materials were substituted. But experience at Klender convinced officials that inexpensive materials would be acceptable, and such materials have been used in other communities.

Many problems arose about mortgages. The plan was that PERUMNAS would choose purchasers for Klender houses as the houses were completed. Then the National Savings and Mortgage Bank would arrange mortgages and pay PERUMNAS. But these arrangements got off to a slow start. When PERUMNAS had selected purchasers of Klender houses and they needed mortgages, NSMB could not process the mortgages quickly. Its procedures were cumbersome; bottlenecks developed, and a backlog built up. There were times when PERUMNAS did not get from NSMB the money it needed to continue with construction, so con-

This community of core houses, similar to those in Klender, is in Ambon, the capital city of an island group east of Sulawesi.

struction slowed down. PERUMNAS procedures, too, contributed to the slowdown. Special arrangements, such as the one about Santoso's down payment, created confusion.

Slowly, the problems of NSMB began to be ironed out. Its staff received technical advice and training, and its procedures improved. PERUMNAS procedures improved, too. New communities like Klender have benefited from those changes.

Delays in construction raised the costs of Klender about 20 percent. But even with higher project costs, the houses still were sold at prices low-income families could afford. Funds from other sources helped to keep the prices of houses low. Land was sold to private groups to build mosques, a theater, and other community facilities. And several hundred house lots were sold at high prices to private builders. In the communities like Klender, efforts have been made to keep costs low and to tighten construction schedules.

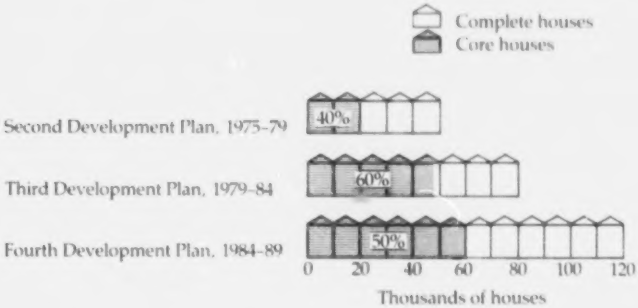
With all its problems, Klender is a success. Just as with

KIP, many people got jobs during the construction phase and as Klender families completed their houses.

But the greatest achievement of Klender was to win acceptance for the idea of core houses. In the mid-1980s PERUMNAS is building houses for low-income people in about 100 cities and towns in Indonesia. About half of them are core houses. As had been done with Klender, an income range for eligible families is identified and houses built that those families can afford. The houses are simpler and less expensive than Klender houses because incomes are lower than in Jakarta. A variety of house plans are offered; PERUMNAS is providing technical advice about completing the houses; and NSMB is issuing mortgages.

Today there are core houses in many countries in Asia and Latin America. Governments are building them, and low-income families are completing them at their own expense. Arrangements at even lower cost are made for low-income families in Africa. There, governments have purchased land, divided it into house lots, and installed the services families need—roads, water, and sanitation. Then governments have sold the serviced lots to families that would not have been table to afford to buy even a core house. With technical advice and loans for building materials, purchasers have built their houses entirely at their own expense. Such communities have come to be called *sites-and-services* projects.

Figure 7. Houses Built and Projected by PERUMNAS



Beyond KIP and Klender

The Kampung Improvement Program is the largest urban effort in Indonesia. The housing projects of PERUMNAS are smaller in scale but are widespread. Together they are evidence of Indonesia's determination to raise the standard of living of the urban poor.

Many other steps are being taken in Indonesia to improve urban services and increase urban facilities. Long-term plans to guide the growth of cities are in place. Officials in Jakarta and three nearby cities completed such a plan in 1981. Officials in Surabaya have developed a similar plan. In the mid-1980s more than a hundred cities are preparing maps based on aerial photography to be used for planning and other purposes. And the government of Indonesia is training officials of its largest cities in urban planning.

Many cities are upgrading and extending their water systems. Jakarta is one of them: its water system is threatened by pollution and seeping seawater. Some cities are installing more water taps and building more washing and toilet facilities. In some of Indonesia's cities that suffer from flooding—Surabaya, Banjarmasin, and Ujung Pandang, for example—canals and drains are being improved and dredged and new ones are being built. In those cities and others—Palembang, for example—trash depots have been set up, collection vehicles purchased, and disposal plants built. The country's first sewers and sewage treatment plants are being built in Jakarta, Bandung, and Medan.

Several cities including Jakarta are improving transportation. They are upgrading existing roads and maintaining them better. They are adopting new regulations that will make traffic move more swiftly and safely. And they are expanding bus services.

The government of Indonesia and city governments are beginning to make changes that will enable them to deal more effectively with urban problems. In Cipta Karya, PERUMNAS, and NSMB, work is being reorganized, and staff are receiving training in new methods and procedures. City officials responsible for operating and maintaining other urban facilities and services also are receiving more training. In both national and city governments, financial planning and budgeting are receiving more attention. Officials are analyzing national and local taxes and setting up new ways to collect them.

In addition to those steps, the government of Indonesia is trying to relieve the conditions that give rise to rapid urban growth—rural poverty and increasing population. Thus, it is spending more of its budget on activities that will improve rural conditions and reduce population growth. Urban projects also make up an increasing proportion of the budgets of many provincial and city governments.

Although urban services and facilities are expanding in Indonesia, the urban population is still soaring. The country has come a long way, but it has a long way still to go in dealing with the many problems of rapid urbanization.

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Pronunciation Guide

People

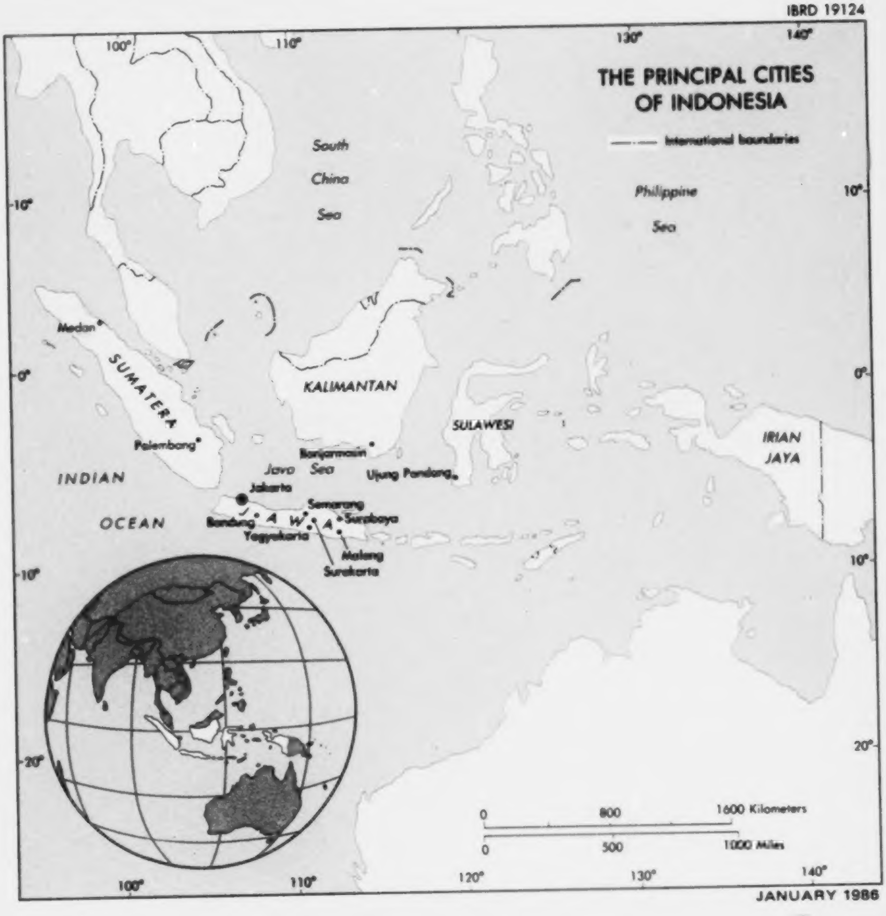
Kodir	Koh-*dear*
Lurah	*Lure*-uh
Santoso	San-*toh*-so
Trini	*Tree*-nee
Wati	*Wah*-tee

Government agencies

Cipta Karya	*Chip*-tuh *Car*-yuh
PERUMNAS	Pair-*um*-nahs

Places

Bandung	Bahn-*dung*
Banjarmasin	Bahn-jer-*mah*-sin
Batavia	Buh-*tahv*-yuh
Jakarta	Juh-*kar*-tuh
Java	*Jah*-vuh
Kalimantan	Kal-ee-*mahn-tahn*
kampung	kahm-*pung*
Klender	*Klen*-der
Malang	Mah-*lahng*
Medan	May-*dahn*
Palembang	*Pal*-um-bang
Semarang	Sem-*ah*-rung
Sulawesi	Soo-luh-*way*-see
Sumatra	Soo-*mah*-truh
Surabaya	Soor-uh-*by*-uh
Surakarta	Soor-uh-*kar*-tuh
Ujung Padang	*Oo*-jung Puh-*dang*
warung	wah-*rung*
Yogjakarta	Johg-juh-*kar*-tuh



Note: The terms Sumatera and Jawa are Indonesian usage; Sumatra and Java are international usage.

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Teaching Guide

Improving Indonesia's Cities

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TOWARD A
BETTER
WORLD

A Series of Multimedia Kits

Improving Indonesia's Cities

A Case Study of Economic Development

TEACHING GUIDE

The World Bank
Washington, D.C. 20433
U.S.A.

The World Bank is an international institution owned by 149 countries. Its work is to help its developing member countries improve the living conditions of their people. It does this by lending them money for development projects and providing various kinds of technical assistance. Its loans have longer repayment periods than commercial bank loans. The International Development Association, which is part of the World Bank, makes interest-free loans for even longer periods to the Bank's poorest member countries. The World Bank began to operate in 1946; the International Development Association was founded in 1960. Their loans to the developing countries now amount to about $14 billion a year.

This book is part of Learning Kit No. 5 in the World Bank's series of multimedia kits about economic development, TOWARD A BETTER WORLD. Other materials in the kit are a filmstrip, an economic summary of Indonesia, and a teaching guide. Other kits in the series are listed in the teaching guide. Harriet Baldwin is the author of the materials in this kit, and Carol Rosen is the editor. Carol Crosby Black designed the cover and the layout of the printed materials.

The views and interpretations of this book are those of the author and should not be attributed to the World Bank, to its affiliated organizations, or to any individual acting on their behalf. The denominations, classifications, boundaries, and colors used in the map do not imply on the part of the World Bank and its affiliates any judgment on the legal or other status of any territory, or any endorsement or acceptance of any boundary.

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FOREWORD

TOWARD A BETTER WORLD is a series of multimedia kits published by the World Bank for secondary schools. The series deals with economic development, the process in which the developing countries are engaging to raise the standards of living of their people. *TOWARD A BETTER WORLD* draws on the World Bank's many years of experience in assisting the economic development of its poorer member countries.

The kits in the series include *The Developing World*, a general introduction to economic development, and case studies of development projects. *Improving Indonesia's Cities* is the fourth case study. The others are entitled *The Rajasthan Canal Project*, *Small-scale Industries in Kenya*, and *Tackling Poverty in Rural Mexico*. All the kits contain the same elements: printed materials for students, a teaching guide, and a sound filmstrip.

The point of view of the *TOWARD A BETTER WORLD* series may be stated as four propositions:

- The poverty in which three-quarters of the world's people live is unjust and must be alleviated.
- Economic development is a complex process that is a means to a better life for millions of people.
- Economic development is relieving poverty in most developing countries, but much remains to be done.
- Greater economic strength and higher standards of living in developing countries, together with the increased interdependence that accompanies them, are in the best interests of all countries.

The educational goals of the series are to increase student's knowledge of world poverty, the process of economic development, and the growing interdependence of rich and poor countries; to encourage students to enter imaginatively into the experiences of people in developing countries; and to develop a wide range of skills. The ultimate goal of the series is to help students become informed citizens of the world, with a lasting interest in the process of economic development and a commitment to making the world a better place.

The approach of the *TOWARD A BETTER WORLD* series is to deal with economic conditions in the developing countries in general terms (in *The Developing World*) and in case studies of development projects—in India, Kenya, Mexico, and now Indonesia. The case studies illustrate the general principles introduced in *The Developing World*. Those general principles are stated in descriptive rather than analytical terms. A few economic concepts are introduced, those all citizens should understand. The series can be used in secondary school courses in world cultures, world geography, world history, and economics.

The teaching strategy followed in the teaching guide is to use a variety of activities to achieve objectives derived from the educational goals of the series. The teaching guide for each kit has objectives that are stated in measurable terms; a test is included that measures the achievement of those objectives.

Activities are interesting and motivating to students and provide for students of varying abilities. Many are suggested: teachers must select those that meet the interests and aptitudes of their students. Activities include guidance for slow readers, class discussions, individual and small-group work, role-plays, debates, expository and creative writing, and exercises in reading and interpreting maps, tables, and charts.

The kit consists of pamphlets and books for students, a filmstrip, and a teaching guide that includes worksheets that may be duplicated. The kits are designed mainly for use in the tenth grade social studies courses in secondary schools in the United States, but they may be used in earlier and later grades. Information is included in *Improving Indonesia's Cities* that enables teachers to use the kit in Australia, Canada, New Zealand, the United Kingdom, and the United States. The vocabulary of the reading material is controlled, and sentences are simple.

An Introduction to IMPROVING INDONESIA'S CITIES

Improving Indonesia's Cities is a case study of two efforts to deal with the effects of rapid urbanization in Jakarta, the capital city of Indonesia.

Urbanization is the process by which a population shifts from being mainly rural to being mainly urban. Throughout history, the process has contributed to rising standards of living. But it is taking place in developing countries much more rapidly than it took place in today's industrial countries when they were at a similar stage of development. Rapid urbanization is creating severe problems for the developing countries. The cost of dealing with those problems is high, and the resources of developing countries are already strained to provide more of the goods and services their people need.

Even so, all developing countries must deal with the effects of rapid urbanization—proliferating slums that lack such basic urban services as water, sanitation, and transport; millions of people who are unemployed or earn very little income; inadequate schools and other institutions that would build urban skills; widespread disease that threatens the health of the entire urban community. *Improving Indonesia's Cities* presents successful efforts to deal with some of those problems.

Overview

In the pamphlet, *An Economic Summary of Indonesia*, students learn about the economy of Indonesia—its structure, recent growth, and the problems it faces. The book, *Improving Indonesia's Cities*, introduces them to rapid urbanization as a phenomenon in all developing countries. It focuses on the city of Jakarta, which is typical of capital cities in developing countries. In those cities, the effects of rapid urbanization are more acutely felt than in other cities. The book then tells the stories of two families who are involved in efforts of the city and national governments to improve the living conditions of Jakarta's poor. One family lives in a slum community called a *kampung*. The Kampung Improvement Program upgrades the roads, footpaths, and water system and leads residents to improve their houses at their own expense. The other family purchases a low-cost house in Klender, a community built for low-income families. The husband completes and enlarges the house at his own expense. Students learn that these two programs have been set up in other Indonesian cities and have been influential in cities in other developing countries. The filmstrip, *Building and Rebuilding*, repeats the information in the book and strengthens students' understanding by providing an array of visual images.

Goals, Objectives, and Evaluation

This Teaching Guide draws on the materials in the multimedia kit, *Improving Indonesia's Cities*, to provide a teaching program with three goals. The first goal is to increase students' knowledge—of the Indonesian economy, of the effects of rapid urbanization on the lives of Indonesia's urban people, and of the changes that are taking place in the lives of some of them as a result of two programs in Jakarta. The second goal is to enable students to enter imaginatively into the experience of two of Indonesia's urban families. And the third is to develop skills—in using maps and statistics and in reasoning, thinking critically, analyzing and synthesizing information, and making decisions through role-playing.

Objectives that state measurable student outcomes are derived from these goals and are found at the beginning of each set of activities. A test, included as **Worksheet No. 26,** measures the achievement of the following objectives:

1. Students will use the knowledge of Indonesia's economy acquired in the study to compare it with the economy of another developing country.
2. Students will list some of the problems that accompany rapid urbanization and some ways of dealing with those problems.
3. Students will describe the main features of the Kampung Improvement Program or the Klender project.
4. On a map of Indonesia and neighboring countries, students will locate the Indonesian territories and ten other places listed below:

Bodies of water
Indian Ocean
Java Sea
Philippine Sea
South China Sea

Indonesian territories
Irian Jaya
Jakarta
Java
Kalimantan
Suliwesi
Sumatra

Countries
Australia
Brunei
Burma
Democratic Kampuchea
Lao People's Dem. Republic
Malaysia
Papua New Guinea
Philippines
Singapore
Thailand
Vietnam

Improving Indonesia's Cities can be used to achieve many educational objectives. Those above are minimum objectives that all students can be expected to achieve. Teachers are urged to formulate their own objectives, design their own activities or select some from the teaching guide, and develop their own tests to measure the achievement of their objectives.

The Organization and Use of the Teaching Guide

The Teaching Guide is organized into six sections. One section accompanies *An Economic Summary of Indonesia,* and five accompany the five chapters of the book, *Improving Indonesia's Cities.* Objectives derived from the goals of the kit are given for each section, and various activities are suggested.

Activities are numbered. Those that are for *An Economic Summary of Indonesia* are numbered 0.1, 0.2, and so on. Those that are for *Improving Indonesia's Cities* are numbered according to chapter: that is, 1.1, 2.2, and so on. Certain activities are supplementary; for those activities, the letter S follows the activity number: that is, 3.5.S. Most activities are presented in steps that also are numbered.

Reproducible worksheets accompany many activities and are found at the end of the Teaching Guide. Information for teachers is printed on the worksheets in nonreproducible blue ink. Many activities presented as worksheets can be done without the worksheets under the direction of the teacher.

Each section has two worksheets that accompany reading assignments. One is for students who need help with reading, the other for students who are able readers. Teachers must choose between them. The worksheets that accompany reading assignments for able readers need not be reproduced but may be used by the teacher as a guide to class discussion.

The filmstrip, *Building and Rebuilding,* is organized so that the first half may be viewed early in the study and the second half at the end. Activity 2.4 and **Worksheet No. 13** present before-viewing and after-viewing activities for the first half of the filmstrip; Activity 5.4 and **Worksheet No. 24** present similar activities for the second half. Teachers who wish to use the filmstrip for a single viewing must adapt the activities and the worksheets.

Many activities are suggested, and teachers must make a selection. To assist in that selection, four programs are suggested in the chart below. The programs take different approaches and different lengths of teaching time. Teachers who do not wish to follow one of these programs should read all the activities for each section and select activities that meet the interests and aptitudes of their students. The amount of teaching time required for the kit will depend on the activities selected.

Suggested Programs for *Improving Indonesia's Cities*

A. Skills-oriented program (two weeks)		B. Basic program (one week)		C. Basic program with opportunities for imagination (two weeks)		D. Enrichment program for highly motivated students (one week)	
Activities	*Worksheets*	*Activities*	*Worksheets*	*Activities*	*Worksheets*	*Activities*	*Worksheets*
0.1	No. 1	0.2	Nos. 2 & 3	0.2	Nos. 2 & 3	0.4	No. 5
0.2	Nos. 2 & 3	0.4	No. 5	0.4	No. 5	0.6	No. 7
0.3	No. 4			0.7.S	—	0.7.S	—
0.5	No. 6						
0.7.S	—						
1.1	No. 6a	1.3	No. 9	1.3	No. 9	1.3	No. 9
1.2	No. 8			1.4	No. 10	1.4	No. 10
1.5.S	—			1.7.S	—	1.6.S	—
2.1	—	2.3	No. 12	2.3	No. 12	2.3	No. 12
2.2	No. 11	2.4	No. 13	2.4	No. 13	2.4	No. 13
2.4	No. 13						
2.5.S	—						
2.6.S	—						
3.1	No. 14	3.2	No. 15	3.2	No. 15	3.4	No. 16
3.5.S	No. 17			3.3 or	—		
				3.4	No. 16		
				3.5.S	No. 17		
4.1	No. 18	4.2	No. 19	4.2	No. 19	4.4	No. 20
4.5.S	No. 21			4.3 or	—		
				4.4	No. 20		
				4.5.S	No. 21		
5.1	No. 22	5.2	No. 23	5.2	No. 23	5.2	No. 23
5.4	No. 24	5.4	No. 24	5.4	No. 24	5.3	Nos. 17 & 21
5.5.S	—			5.6.S	No. 25	5.4	No. 24

Acknowledgments

Like all World Bank educational materials, *Improving Indonesia's Cities* is a cooperative effort of World Bank staff and classroom teachers. Teachers who served as consultants were Sister Rose Galvin of the Derham Hall High School, St. Paul Minnesota; Barbara Graves of the Gwynn Park Senior High School, Prince George's County, Maryland; and Carol Marquis of the Monte Vista High School, Danville, California. The suggestions made by many other teachers about earlier World Bank educational publications have been taken into account in producing the kit. David C. King of Curriculum Design for Tomorrow's World, Inc., also was a consultant.

Notes

- Preliminary Notes precede most sections of activities.
- Indonesian currency is the rupiah (roo-pie-yuh); the singular and plural forms are the same. Because of changes in the exchange rate and the effect of inflation in the period covered in the case study, rupiah values and the formula for coverting rupiah into U.S. dollars are given only in Chapter Four.
- The symbols shown on the island of Timor on two maps in the book and the outline map in the Teaching Guide reflect a complex international situation that need not be described here. Teachers or students may wish to do research on that situation.
- The terms Jawa and Sumatera on the maps on the back cover of *An Economic Summary of Indonesia* and *Improving Indonesia's Cities* reflect Indonesian usage; Java and Sumatra are international usage and are used elsewhere in the kit.
- The World Bank has produced two films that deal with the effects of rapid urbanization. *Dandora* portrays families in Nairobi, Kenya, who build houses at their own expense on land purchased from the government that has been equipped with paved roads and water and sanitation systems. *The Neighborhood of Coehlos* portrays people in a slum community in Recife in northeast Brazil who participate in improving their houses and neighborhoods. Both films may be rented from the World Bank or purchased in ¾-inch videocassette format.

Activities for AN ECONOMIC SUMMARY OF INDONESIA

Objectives

Activities selected from those below should enable students to:

1. Label the following on an outline map of Southeast Asia:

   Bodies of water

   Indian Ocean
   Java Sea
   Philippine Sea
   South China Sea

   Indonesian territories

   Irian Jaya
   Jakarta
   Java
   Kalimantan
   Suliwesi
   Sumatra

   Countries

   Australia
   Brunei
   Burma
   Democratic Kampuchea
   Lao People's Dem. Republic
   Malaysia
   Papua New Guinea
   Philippines
   Singapore
   Thailand
   Vietnam

2. Analyze statistics to compare conditions in Indonesia and their own country (the United States, Australia, Canada, New Zealand, or the United Kingdom).
3. List some features of the Indonesian economy and explain how those features have helped to improve living conditions in that country since independence.
4. List some activities in which Indonesians engage to advance economic development, and explain the effect of those changes on the Indonesian economy.

Preliminary Note

Worksheet No. 3, pages 1, 2, 3, and 4, are like the cover of *An Economic Summary of Indonesia* but have data for Australia, Canada, New Zealand, and the United Kingdom. Teachers in those countries will want to reproduce those worksheets for Activity 0.1 and Activity 0.2.

0.1 In this activity, students will acquire geographic information about Indonesia. They will use **Worksheet No. 1.**

---

1. Using a wall map, have students do the following:
   a. Locate Indonesia.
   b. Locate the equator and trace it across Indonesia.
   c. Using a ruler, measure Indonesia from west to east and estimate the distance (about 3,000 miles, or 4,800 kilometers). Measure the following distances and state whether they are greater or less than the distance from west to east in Indonesia:
      London to Moscow (less)
      New York to San Francisco (about the same)
      Dakar to the Red Sea (less)
      The western boundary of Tibet to Shanghai (greater).

2. Tell students that they must learn some Indonesian place names. Write the place names and pronunciations below on the chalkboard. Have students repeat them aloud. Leave them on the chalkboard until students have mastered them.

Irian Jaya	Ear-yun-*jeye*-uh
Jakarta	Juh-*kar*-tuh
Java	*Jah*-vuh
Kalimantan	Kal-ee-*mahn-tahn*
Suliwesi	Soo-luh-*way*-see
Sumatra	Soo-*mah*-truh

Explain that Jawa and Sumatera are sometimes used on maps to reflect Indonesian usage; Java and Sumatra are used internationally and will be used in this study.

3. Distribute **Worksheet No. 1** and have students complete Steps 1 through 3. Then distribute *An Economic Summary of Indonesia.* Have them refer to the map on the back cover and complete the worksheet.

4. When the worksheet is completed, discuss students' answers to the questions and their responses to Step 6.

5. Tell students that Indonesia's population makes it the fifth largest country of the world. Ask a committee of students to find out what countries have larger populations, what those populations are, and to report to the class the following day. Tell the committee to note the date of the population data they find, the source, and the date of the source. The data are as follows:

China	991,300,000
India	692,000,000
U.S.S.R.	268,000,000
U.S.	229,800,000

All data are for mid-1983 and are from *The Development Data Book,* published by the World Bank in 1984.

0.2

In this activity, students will use statistics to compare living conditions in Indonesia with those in their country. Students in the U.S. will use **Worksheet No. 2;** students in Australia, Canada, New Zealand, and the United Kingdom will also use **Worksheet No. 3.**

1. Students will use **Worksheet No. 2** and the statistics for their country and Indonesia. American students will use the front cover of *An Economic Summary of Indonesia.* Students in Australia, Canada, New Zealand, and the United Kingdom will use the statistics on pages 1, 2, or 3 of **Worksheet No. 3.**

2. Distribute **Worksheet No. 2** and have students do Step 1 without referring to *An Economic Summary of Indonesia.* When Step 1 is completed, have them refer to *An Economic Summary of Indonesia* to complete Step 2.

3. Using the chalkboard, do the calculations in Step 3 with students.

4. Students who need help with reading may have difficulty with Step 4; their teachers may wish to omit it. If Step 4 is used, have students do it as a small-group activity. Have groups present their work to the class. Be sure that they use statistics to support their statements.

5. Students may raise questions about the statistics. Most of them are self-explanatory, but two may need explanation.
   - *Proportion of population of secondary school age that is enrolled in school.* That proportion is the number of enrolled young people expressed as a percentage of the number of young people of secondary school age. That age is usually 12 to 17 years. When the percentage for a country is above 100, it means that pupils who are younger than 12 or older than 17 are in secondary school.

- *Proportion of adult population that is literate.* Criteria of adult literacy differ from country to country, and no single criterion is widely accepted. The criterion of "the ability to read and write a simple letter" is used by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The World Bank supplements UNESCO data in its publications. The rates here may overstate adult literacy in the United States, Australia, Canada, New Zealand, and the United Kingdom. Even so, the data are useful in making general comparisons between countries.

0.3

In this activity, students who need help with reading will learn about the Indonesian economy. They will use **Worksheet No. 4.**

---

1. Tell students that they will meet some unfamiliar names in the reading they will do. Write the names and pronunciations below on the chalkboard and have students pronounce them aloud. Leave the terms on the chalkboard during the lesson.

Batak	*Bah*-tak
Borobudur	Bore-oh-buh-*dure*
Pertamina	Per-tuh-*mee*-nuh
Suharto	Soo-*hahr*-toh
Sukarno	Soo-*kahr*-noh
Sundanese	Soon-duh-*nees*

2. Distribute **Worksheet No. 4** and have students complete it as they read *An Economic Summary of Indonesia.* When the worksheet is completed, lead a brief discussion of it.
3. In dealing with question 7, help students to see that countries with rapid population growth must take two steps if standards of living are to rise: they must reduce population growth, and they must increase the production of goods and services.

0.4

In this activity, students who are able readers will learn about the Indonesian economy. **Worksheet No. 5** may be used.

---

1. Tell students that they will meet some unfamiliar names in the reading they will do. Write the names and pronunciations below on the chalkboard and have students pronounce them aloud. Leave the terms on the chalkboard during the lesson.

Batak	*Bah*-tak
Borobudur	Bore-oh-buh-*dure*
Pertamina	Per-tuh-*mee*-nuh
Suharto	Soo-*hahr*-toh
Sukarno	Soo-*kahr*-noh
Sundanese	Soon-duh-*nees*

2. Have students read *An Economic Summary of Indonesia.* When they have completed the reading, conduct a class discussion of the questions on **Worksheet No. 5** or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so.
3. In dealing with question 7, help students to see that countries with rapid population growth must take *two* steps if standards of living are to rise: they must reduce population growth and increase the production and distribution of goods and services.

0.5

In this activity, students will make pie charts and graphs to show urban population in Indonesia. They will use **Worksheet No. 6.**

1. Divide the class into two groups. One will make pie charts and the second bar graphs. The pie charts are easier to make because they require no calculations.
2. Distribute **Worksheet No. 6** to both groups. Have them complete their part of the worksheet and the section entitled "Interpreting your work."
3. Choose students from each group to present their work to the other group. Then lead a discussion of the section of the worksheet entitled "Interpreting your work."

0.6.S

In this supplementary activity, highly motivated students will identify trends in the Indonesian economy and will compare its performance with the performance of developing and industrial countries. They will use **Worksheet No. 7.**

Distribute **Worksheet No. 7.** When students have completed it, lead a discussion comparing Indonesia's economic performance with that of industrial countries and other developing countries. Review students' answers to the questions. Be sure that they refer to the statistics that are the sources of their answers.

0.7.S

In this supplementary activity, students will learn about Indonesian art.

Indonesian art is rich and varied. Some art forms date to early times. Ask students to select one of the following topics for research. Ask them to find pictures, if possible, to illustrate their topics. Students doing research on Borobudur will be interested in an article in *National Geographic,* "Indonesia Rescues Ancient Borobudur," vol. 163, no. 1, January 1983.

Indonesian dancing
gamelan music
puppet plays (*wayan kulit*)
the Hindu epics, *The Ramayana*
    and *The Mahabarata*
Borobudur, a Buddhist temple
batik-making and batik designs
the culture of Bali
the culture and economic variety
    among Indonesia's islands

Activities for IMPROVING INDONESIA'S CITIES

Chapter One. The Developing Countries and Their Cities

Objectives

Activities selected from those below should enable students to:

1. Define the term *urbanization* and explain why the process is taking place rapidly in developing countries.
2. Give examples of:
   - the problems rapid urbanization is creating in developing countries
   - steps being taken to relieve those problems.

1.1 In this activity, students will learn about the growth of urban population in developing countries.

1. Distribute the book, *Improving Indonesia's Cities.* Have students look at the map on the back cover and explain that it shows the eleven most populous cities in Indonesia. Tell students they will learn to pronounce the names of the cities later in the study.
2. Have students look at Figure 1 on page 6 of the book. Ask them what the figure shows. Elicit the following comments:
   - Rural population has declined in industrial countries, and urban population has increased.
   - Both rural and urban population have increased in developing countries.
   - The proportion of urban people in industrial countries is much greater than that proportion in developing countries.
   - The number of urban people in developing countries is much greater than the number in industrial countries.
   - The proportion of urban people in both country groups is increasing.
3. Put on the chalkboard the outline of the following table, the column headings, and the dates.

	Developing countries	Indonesia
1950	13%	12%
1980	29%	20%
Estimate for 2000	46%	32%

   Ask students to read the urban percentages for developing countries from Figure 1; write them in the table. Write in the table the percentages for Indonesia shown above. Ask students what the data in the table show. (The urban percentage is rising in developing countries; Indonesia's urban percentage was lower in all the years shown than that for developing countries as a group.)

4. Explain to students that *Improving Indonesia's Cities* deals with urban growth in Indonesia and how it affects people's lives. The book is a case study that illustrates urban growth in all developing countries.
5. If students need to strengthen their understanding of figures and tables, do the following additional step.
   - Put on the chalkboard the outline of the following table, the column headings, the country groups, and the dates.

- Have students read the data for colums 1 and 2 from Figure 1; write the data in the table.
- Have students calculate the urban populations in column 3 by multiplying column 1 by 2; write the populations in the table.
- Have students determine rural populations by subtracting column 3 from column 1; write the populations in the table.

For the teacher's information, the data used for Figure 1 are given in the column at the left of the table.

Population		1. Population rounded to nearest 100 million	2. Percentage that is urban	3. Urban population	4. Rural population
528,600,000	*Industrial countries* 1950	500,000,000	62%	310,000,000	190,000,000
715,400,000	1980	700,000,000	77%	539,000,000	161,000,000
782,000,000	Estimate for 2000	800,000,000	84%	672,000,000	128,000,000
1,726,800,000	*Developing countries* 1950	1,700,000,000	12%	221,000,000	1,479,000,000
3,295,200,000	1980	3,300,000,000	29%	957,000,000	2,343,000,000
4,844,000,000	Estimate for 2000	4,900,000,000	46%	2,254,000,000	2,646,000,000

1.2

In this activity, students who need help with reading will learn about rapid urbanization in developing countries. They will use **Worksheet No. 8.**

1. Distribute **Worksheet No. 8.** Read with students the six questions they are to answer. Have them complete the worksheet as they read Chapter One, "Developing Countries and Their Cities," in *Improving Indonesia's Cities.* When the worksheet is completed, lead a discussion of it.
2. Lead a discussion of the following questions:
   - What are the advantages of urbanization to developing countries?
   - What are the disadvantages of rapid urbanization?

   Students' opinions will differ. Elicit the comment that urbanization is accompanied by more opportunity and rising standards of living.

1.3

In this activity, students who are able readers will learn about rapid urbanization in developing countries. **Worksheet No. 9** may be used.

Have students read Chapter One, "The Developing Countries and Their Cities," in *Improving Indonesia's Cities.* When they have completed the reading, lead a discussion of the questions on **Worksheet No. 9,** or distribute the worksheets and have students make notes for a class discussion. Lead the discussion or ask a student to do so.

1.4

In this activity, students will play roles and decide among activities that will improve urban life. They will use **Worksheet No. 10.**

1. Organize the class into groups of five students. Select a spokesperson for each group. Distribute **Worksheet No.**

10. Have the groups discuss their decisions; have the spokespersons present the groups' decisions to the rest of the class, who will play the role of the Mayor's Executive Committee. Be sure that the groups defend their decisions by referring to policies and that their decisions are a balance between high- and low-cost activities.

2. This activity may be done as an individual writing assignment. If it is done in that way, have students write the speech they would give to the Mayor's Executive Committee presenting their decisions.

1.5.S In this supplementary activity, students will become aware of some cities with large populations in developing and industrial countries.

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1. Using a wall map of the world or a world map in an atlas, have students name one or two cities whose names are printed in large type in North America, South America, Europe, Africa, the Middle East, and Asia. Point out Jakarta if students do not notice it, and point out a city in their own country. List the cities that students name on the chalkboard.
2. Using an atlas with population data, have students find the populations of the cities listed on the chalkboard. Some atlases give urban populations in two forms—within city limits and metropolitan areas. Students may use either form, but they must use the same form for all cities.
3. Have students arrange the cities in order, with the most populous first. Lead a discussion of the list. Elicit the comment that more of the world's large cities are in developing countries than in industrial countries.
4. Ask a committee of students to make a list of the ten largest cities in the world and compare the list with the one on the chalkboard.

Depending on the source students use, the list will be approximately as follows (all data 1980):

Mexico City	9,400,000
Calcutta	9,200,000
Tokyo	8,400,000
Sao Paulo	8,300,000
Moscow	7,900,000
New York	7,100,000
London	6,900,000
Jakarta	6,500,000
Shanghai	5,700,000
Teheran	5,400,000
Cairo	5,400,000

1.6.S In this supplementary activity, students will learn about urbanization in Europe and North America.

Ask students to look in history books or reference materials for photographs or prints that show cities in Europe and North America in the 18th and 19th centuries. Have students analyze the photographs or prints to see whether they provide evidence of the problems developing countries are facing in their cities today.

1.7.S In this supplementary activity, students will hold a debate about urban policy.

Select students to debate the following resolution:

Resolved: That the most effective strategy for dealing with rapid urban growth in developing countries is to improve rural life.

Activities for IMPROVING INDONESIA'S CITIES

Chapter Two. The Setting

Objectives

Activities selected from those below should enable students to:

1. Define the term *kampung* and describe the living conditions of most kampung residents in Jakarta in the 1960s.
2. Explain how new ideas about urban programs influenced urban programs in Jakarta in the late 1960s and the early 1970s.
3. Describe the two new urban programs for Jakarta in the early 1970s, referring to:
   - the activities in each program
   - the agencies that would carry out those activities
   - how the costs of the programs would be recovered.

2.1

In this activity, students will be introduced to Chapter Two in *Improving Indonesia's Cities.*

1. Have students look at the map on the back cover of *Improving Indonesia's Cities.* Explain that the map shows the eleven largest cities in Indonesia. Ask the following question:
   - What did you learn about the distribution of population in Indonesia in *An Economic Summary of Indonesia* that the map shows? (65 percent of the population lives on Java.)
2. Have students refer to the Pronunciation Guide on the last page of the book. Have them point to the names of the cities on the map, find the names in the Pronunciation Guide, and pronounce the names aloud.
3. Still referring to the Pronunciation Guide, point out three terms listed among Places that students will meet as they read Chapter Two: Batavia, kampung, and Klender. Have them pronounce these terms aloud. Explain that they will also meet the names of the two government agencies listed in the Pronunciation Guide; have them pronounce those terms aloud.
4. Tell students that three non-Indonesian cities are mentioned in Chapter Two. Have them locate the cities on a world map: Manila (the Philippines), Lusaka (Zambia), and San Salvador (El Salvador).
5. Students may be interested in the 1980 population of the cities on the map on the back cover of the book. Have them compare these populations with the 1980 population of their own city.

Jakarta	7,400,000
Surabaya	2,000,000
Bandung	1,500,000
Medan	1,400,000
Semarang	1,000,000
Palembang	800,000
Ujung Padang	700,000
Malang	500,000
Surakarta	500,000
Jogjakarta	400,000
Banjarmasin	400,000

6. Have students refer to the data in Step 5 above. Ask the following questions:
   - What did you learn about the capital cities of developing countries when you read Chapter One? (They have larger populations than other cities and towns and are growing rapidly.)
   - Do the data for Indonesia's large cities support that statement?

2.2

In this activity, students who need help with reading will learn about the growth of Jakarta. They will use **Worksheet No. 11.**

1. Distribute **Worksheet No. 11;** students will complete it as they read Chapter Two, "The Setting," in *Improving Indonesia's Cities.* Be sure that students do Step 1 correctly; have them do Steps 2 and 3 independently.
2. When the worksheet is completed, lead a discussion of the following questions. Have students refer to their worksheets during the discussion.
   - Look at the photographs on pages 14 and 15 and at Table 1 on page 15. What do they tell you about conditions in kampungs in Jakarta in the 1960s? (Crowding, poor houses, unpaved roads, flooding, and so on.)
   - What were the two new urban programs set up in Jakarta in 1974? (The teacher might develop a chart on the chalkboard like the one below during the discussion of this question. To do so, put the outline of the chart on the chalkboard, the column headings, and KIP and Klender. Fill in the chart as students discuss the question.)
   - What ideas of urban experts did the two new programs reflect? (That slums could be improved; houses could be built at a cost low-income families could afford; and the costs of such programs could be recovered.)
   - What is your opinion of KIP and Klender? Do you think they were good programs for Jakarta? Why or why not? (Students' opinions will differ. Have students support their opinions with information from the chapter.)
3. If it is possible to do so, have students estimate the distance across their own town or city on a map and compare it with the distances across Jakarta (see question 3 on the worksheet).

2.3

In this activity, students who are able readers will learn about the growth of Jakarta. **Worksheet No. 12** may be used.

Have students read Chapter Two, "The Setting," in *Improving Indonesia's Cities.* When they have completed the reading, lead a discussion of the questions on **Worksheet No. 12,** or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so.

	Activities	Responsible agencies and individuals	Ways of recovering costs
KIP	Pave roads and footpaths Install drainage ditches Lay water pipes Build communal toilets Build schools Build health clinics Collect trash Improve houses	KIP Unit, government of Jakarta Depts. of Health and Education Cipta Karya (national government) Kampung residents	Revise property tax
Klender	Purchase land Install roads, water, electricity Build school, health clinics, community facilities Build 8,000 houses Provide mortgages Complete houses	PERUMNAS (national government) National Mortgage Bank Community institutions Community residents	Sell houses

2.4

In this activity, students will view the first half of the filmstrip, *Building and Rebuilding*. They will use **Worksheet No. 13.**

Teachers who wish to show the entire filmstrip at once must adapt this activity. See also Activity 5.4.

1. Tell students that they are going to view part of a filmstrip that reviews what they have learned from *An Economic Summary of Indonesia* and *Improving Indonesia's Cities*. Tell them that the title of the filmstrip is *Building and Rebuilding;* ask them what the title might mean.
2. Organize students into groups of five and distribute **Worksheet No. 13.** Have the groups read the directions on the worksheet so that they know what they will do after viewing the filmstrip. Tell them they need not take notes during the viewing; urge them to concentrate on the pictures.
3. Project the filmstrip *through Frame 38* only.
4. Have students make notes on the worksheet before discussing their ideas with other members of their groups. Ask each group to try to reach agreement on the frames they found most instructive.
5. Lead a class discussion of the question, What did you learn from the filmstrip that you did not know before you viewed it?

2.5.S

In this activity, students will make a table and a graph showing population growth in Jakarta.

1. Have students make a table showing the population of Jakarta from 1950 to an estimate in 1974 for 1980. Have them find the data on pages 13, 19, and 20 in Chapter Two. The data are as follows:

1950 (page 13)	1,600,000
1960 (page 13)	2,900,000
1970 (page 19)	4,500,000
Estimate in 1974 for 1980 (page 20)	6,500,000

2. When the table is complete, have students make a bar graph displaying the data, using the graph in *An Economic Summary of Indonesia* as a model.

2.6.S

In this activity, students will learn about the cost of Jakarta's new urban programs for 1974-76.

1. Have students look at Table 2 on page 22. Explain that the costs in the table were estimated in 1974. Inflation and changes in the value of Indonesia's currency since that time mean that the total cost of the programs in the table, if they were undertaken in the mid-1980s, would be about $85,000,000. Ask students if they know of anything that costs that much money. They might suggest a jet aircraft, a weapons system, the annual cost of their city government. Ask them to find out about such costs and report them to the class.
2. Explain that a large office building in a large city in the United States would cost about $85,000,000. Such a building would have office space for 1,500 people, a cafeteria, an auditorium, and two basements for parking 500 cars.

Activities for IMPROVING INDONESIA'S CITIES
Chapter Three. Trini's Story

Objectives

Activities selected from those below should enable students to:

1. Explain how the Kampung Improvement Program operated in a typical kampung.
2. List five ways in which the lives of Trini and her family changed as a result of KIP.
3. Portray Trini's life or that of a member of her family in a way that requires imagination.

Preliminary Notes

1. Chapters Three and Four tell stories about people involved in KIP and Klender. Teachers of highly motivated students may wish to deal with these chapters by dividing the class into two groups, with each group responsible for a chapter that it presents to the other group. An effective way to do this is to have each group dramatize the story assigned to it, using Activity 3.4 and Activity 4.4, and—if necessary—the worksheets that accompany those activities. After each presentation, the teacher should lead a class discussion to elicit the main features of the program portrayed and the changes it made in Trini's or Santoso's lives.
2. Several activities for Chapters Three and Four require students to enlarge the knowledge acquired from reading by using imagination. Activities 3.3 and 4.3 are similar, and so are Activities 3.4 and 4.4. To avoid repeating similar activities, teachers who choose Activity 3.3 for Chapter Three might choose Activity 4.4 for Chapter Four. If they choose Activity 3.4 for Chapter Three, they might choose Activity 4.3 for Chapter Four.
3. The term *latrine* is used in Chapter Three to refer to buildings that house toilets, showers, and water taps that are shared by many families.
4. Activity 3.5.S may be postponed and used with Chapter Five. See Activity 5.4.

3.1

In this activity, students who need help with reading will learn about the Kampung Improvement Program. They will use **Worksheet No. 14.**

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1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Three: Kodir, Lurah, Trini, and *warung*. Have them pronounce the terms aloud.
2. Have students read Chapter Three, "Trini's Story," in *Improving Indonesia's Cities*. When the reading is finished, distribute **Worksheet No. 14.** The worksheet might be done as a class activity. When it is completed, lead a discussion of the following questions. Students' opinions on the questions will differ.
   - What do you like most about Trini's story? What do you like least?
   - Do you think Trini and her family were better off after KIP than before? Why?
   - Do you think the Kampung Improvement Program is a good one or not? Why?

3.2

In this activity, students who are able readers will learn about the Kampung Improvement Program. **Worksheet No. 15** may be used.

1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Three: Kodir, Lurah, Trini, and *warung*. Have them pronounce the terms aloud.
2. Have students read Chapter Three, "Trini's Story," in *Improving Indonesia's Cities*. When they have completed the reading, lead a discussion of the questions on **Worksheet No. 15,** or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so.

3.3

In this activity, students will imagine Trini's life or that of another kampung resident.

Tell students that they are to produce something—a piece of writing, a drawing or painting, a skit, for example—in which they imagine Trini's life or that of another kampung resident. Ask them to think of something they might do.

Encourage students to think of products themselves. If necessary, read all the suggestions below and have students select one. Have students present their products to the class when they are completed.

1. You are a TV reporter (or a TV production team) visiting Jakarta from your own country. You have heard about the Kampung Improvement Program and want to do a segment about it for the evening news for your station at home. List the places you will photograph, the people you will have on camera, and the questions you will ask them.
2. You are a surveyor (or a team of surveyors) employed by the KIP Unit in Jakarta. You went to Trini's kampung in the spring of 1975 in your jeep to make measurements that would be used in planning the improvements in the kampung. Within a few minutes after you got out of your jeep, you were surrounded by people who asked you what you were doing. Write a story about the experience and the conversation you had with the people of the kampung.
3. You are Trini. Your grandchildren have asked you to tell them stories about your life. Write the story of your life—or an account of an episode in it—as you would tell it to them.
4. Draw or paint two pictures, one that shows people in an area of Trini's kampung before improvement began, and another that shows the same people in the same area after improvement was completed.

3.4

In this activity, students will plan and perform a play that portrays Trini's life story. **Worksheet No. 16** may be used.

1. See Preliminary Note 1 for Chapter Three.
2. Tell students that they are going to plan and perform a play about Trini's life. The activity might be done in several ways: by the entire class, or by small groups with each responsible for one scene.
3. Lead a discussion of the scenes and characters the play might include. Then have them decide in detail what will happen in each scene. Have them plan the production and do the performance. They need not write a complete script.
4. As a substitute for Step 3, use **Worksheet No. 16.**

3.5.S

In this supplementary activity, students will play roles and decide about improvements for a kampung in Jakarta. They will use **Worksheet No. 17.**

1. This activity may be postponed and used with Chapter Five. See Activity 5.3.
2. Organize the class into groups of five students. Select a spokesperson for each group. Tell the class that they are going to play the roles of officials in the KIP Unit of the Jakarta government. They are to plan improvements for a kampung. Then distribute **Worksheet No. 17.**
3. When the plans are completed, have the spokespersons for each group present the group's plans to the rest of the class. Tell the rest of the class that they are to play the roles of members of the committee in the KIP Unit that reviews plans.

Activities for IMPROVING INDONESIA'S CITIES
Chapter Four. Santoso's Story

Objectives

Activities selected from those below should enable students to:

1. Explain how Klender helped to meet the need for houses for low-income families.
2. Explain how Santoso's outlook changed as a result of buying a house in Klender.
3. Portray Santoso's life, or that of another resident of Klender, in a format that requires imagination.

Preliminary Notes

1. See Preliminary Notes 1 and 2 for Chapter Three.
2. The toilets installed in core houses are called *pit privies*. They consist of a bowl, set in a platform, that empties into a pit. The bowl is designed with a trap that prevents the escape of odors and insects that are likely to carry infection. Water is poured into the bowl after it is used. Pit privies are sanitary and inexpensive; low-income families can afford them and like them. A natural process of biodegradation takes place in the pit as liquids soak away into the soil. The remaining solids must be removed every ten years or so.
3. Activity 4.5.S may be postponed and used with Chapter Five. See Activity 5.3.
4. The exchange rate for Indonesian rupiah and U.S. dollars in 1982 is as follows:

Rupiah to dollars: $\frac{\text{rupiah}}{625} = \text{dollars}$

Dollars to rupiah:

$\text{dollars} \times 625 = \text{rupiah}$

4.1

In this activity, students who need help with reading will learn about the Klender project. They will use **Worksheet No. 18.**

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1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Four: Banjarmasin, Kalimantan, Santoso, and Wati. Have students pronounce the terms aloud. Have them locate Banjarmasin and Kalimantan on the map on the back cover of the book.
2. Have students read Chapter Four, "Santoso's Story," in *Improving Indonesia's Cities*. When the reading is finished, distribute **Worksheet No. 18.** The worksheet might be done as a class activity. When it is completed, lead a discussion of the following questions:
   - What is unusual about a *core house?* (Only certain elements of the house are built; the purchaser completes the house.)
   - The families who bought Klender houses were very poor. Where do you think they got the money they needed to complete their houses? (This question is not answered in the book. Students should be able to guess that people saved money, borrowed money from relatives, or got part-time jobs.)

- Do you think core houses are a good way of providing houses for low-income families? Why or why not?

4.2

In this activity, students who are able readers will learn about the Klender project. **Worksheet No. 19** may be used.

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1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Four: Banjarmasin, Kalimantan, Santoso, and Wati. Have them pronounce the terms aloud. Have them locate Banjarmasin and Kalimantan on the map on the back cover of the book.
2. Have students read Chapter Four, "Santoso's Story," in *Improving Indonesia's Cities*. When they have completed the reading, lead a class discussion of the questions on **Worksheet No. 19** or distribute the worksheet and have students make notes for a class discussion. Lead the discussion.

4.3

In this activity, students will imagine Santoso's life or that of another individual in Klender.

Tell students they are to do a writing assignment about a person living in Klender. Ask them to imagine such a person—a man, a woman, a teenager, a child. Lead a brief discussion about what daily life would be like in Klender. Direct students' attention to the photographs and figures in Chapter Four as sources of information about daily life.

Encourage students to invent a person to write about. To stimulate their thinking, read one of the suggestions below. If necessary, read all the suggestions below and have students select one.

1. You are a teenager in Klender who moved there in 1978 when the first set of houses was sold. You were very young at the time, but you remember moving day. You have seen many changes since—in your own house, your neighbors' houses, and in Klender as a whole. Write an account of the changes you have seen during the time you have lived in Klender, or make notes to use in telling your classmates about those changes.
2. You are a reporter for a Jakarta newspaper. You have lived in Klender since 1980. Write an article for your paper about Klender. You should describe the layout of the community, the houses, and the community's facilities. You should include comments of Klender people—about their experiences before coming to Klender, their feelings when they bought their houses, and their feelings about living in Klender now. Make a list of the photographs you would take to accompany your article.
3. You are an exchange student from your high school attending a high school in Klender. Write a letter to your classmates at home describing your life there. You might describe the family you live with and the experiences they have had, their house and the houses nearby, the school you attend, sports and recreation, and shopping. (You would be able to buy jeans, jogging shoes, and cassettes of your country's music in the markets of Klender.)
4. You are Wati. Look at Figure 4 showing Klender and decide where your house and a nearby market are located. Write a letter to your grandmother in your village in Kalimantan describing a walk with your two children from your house to the market. You might describe your house, a neighbor's house, and some of the community facilities you would pass on your way to the market.

4.4

In this activity, students will plan and perform a play that portrays Santoso's life. **Worksheet No. 20** may be used.

1. See Preliminary Note 1 for Chapter Four.
2. Tell students that they are going to plan and perform a play about Santoso's life. The activity might be done in several ways: by the entire class, by a group selected from the class, or by small groups with each responsible for one scene.
3. Lead a discussion of the scenes and characters the play might include. Then have students decide in detail what will happen in each scene. Have students plan the production and do the performance. They need not write a complete script.
4. As a substitute for Step 3, use **Worksheet No. 20.**

4.5.S

In this supplementary activity, students will play roles and design a community of core houses. They will use **Worksheet No. 21.**

1. This activity may be postponed and used with Chapter Five. See Activity 5.4.
2. Explain to students that they must learn to pronounce two terms to do this activity. Bali (*Bah*-lee) is an island immediately east of Java; Denpasar (Den-*pass*-er) is its capital city. Have students locate both on the map on the back cover of *Improving Indonesia's Cities.* Have them pronounce both terms aloud.
3. Organize the class into groups of five students. Select a spokesperson for each group. Tell them they are going to play the roles of officials in the Planning Unit of PERUMNAS. They are to design a community of core houses in Denpasar on Bali. Distribute **Worksheet No. 21.**
4. When the worksheet is completed, have the spokesperson for each group present its design to the rest of the class. Tell the rest of the class that they are to play the roles of members of the committee in the Planning Unit that reviews designs.

Chapter Five. Summing Up

Objectives

Activities selected from those below should enable students to:

1. Summarize the achievements of KIP and Klender and state some problems each program encountered.
2. List some activities—other than KIP and PERUMNAS housing projects—in which Indonesia is engaging to improve urban life.
3. Apply information acquired in the study to new data by planning KIP activities in a kampung or planning a community of core houses.

Preliminary Notes

1. Activities to achieve Objective 3 are included with activities for Chapters Three and Four as Activity 3.5.S and Activity 4.5.S. If students have done one or both of these activities, they can be considered to have achieved the objective. If they have done neither, they should do Activity 5.3.
2. Students who made graphs showing the population of Jakarta in Activity 2.6.S should complete them using the data in Chapter Five. Those who did not do Activity 2.6.S might do Activity 5.5.S.

5.1

In this activity, students who need help with reading will learn more about KIP and Klender and other urban activities in Indonesia. They will use **Worksheet No. 22.**

1. Distribute **Worksheet No. 22;** students will complete it as they read Chapter Five, "Summing Up," in *Improving Indonesia's Cities*. Be sure that students do Step 1 correctly; have them do Steps 2 and 3 independently.
2. When the worksheet is completed, lead a brief discussion of it. Then lead a discussion of the following questions. Students' opinions on the questions will differ.

- Which urban program do you like better—KIP or Klender? Why?
- In Chapter Two, the statement is made about KIP in 1974 that it was "only a small step." Do you think that statement could be made in the mid-1980s? Why or why not?
- Do you think it is a good idea for Indonesia to invest scarce resources to improve its cities? Why or why not? (Elicit the comment that Jakarta and other Indonesian cities would be in much worse condition than they are in the mid-1980s if KIP and PERUMNAS had not been operating.)

5.2

In this activity, students who are able readers will learn about KIP and Klender and other urban activities in Indonesia. **Worksheet No. 23** may be used.

Have students read Chapter Five, "Summing Up," in *Improving Indonesia's Cities*. When they have completed the reading, lead a class discussion of the questions on **Worksheet No. 23,** or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so. Students who do not like to do calculations may omit Step 4.

5.3

In this activity, students will play roles and decide about improvements for a kampung or a community of core houses. They will use **Worksheet No. 17** and **Worksheet No. 21.**

1. Students need not do this activity if they have done Activity 3.5.S or Activity 4.5.S.
2. Organize the class into groups of five students. Select a spokesperson for each group. Tell the class that half the groups will play the roles of officials in the KIP Unit of the Jakarta government and plan improvements for a kampung. The other half of the groups will play the roles of officials in the Planning Unit of PERUMNAS and design a community of core houses. If possible, have each group decide which roles it wants to play. Distribute either **Worksheet No. 17** or **Worksheet No. 21** to each group.
3. When the worksheets are completed, have the spokespersons for each group present its work to the rest of the class. Tell the rest of the class that they are to play the roles of Review Committees in the KIP Unit or PERUMNAS.

5.4

In this activity, students will view the second half of the filmstrip, *Building and Rebuilding*. They will use **Worksheet No. 24.**

Teachers who wish to show the entire filmstrip at once must adapt this activity. See also Activity 2.4.

1. Tell students that they are going to view the second half of the filmstrip, *Building and Rebuilding*, and do the same kind of activity they did for the first half. Organize them into groups of five and distribute **Worksheet No. 24.** Have them read the directions on the worksheet so they will know what they will do after viewing the filmstrip.
2. If you think the class will enjoy it, project the first half of the filmstrip again. Otherwise, begin with Frame 39 and project the remainder of the filmstrip.
3. Have students make notes on the worksheet before discussing their ideas with other members of their groups. Ask each group to try to reach agreement on the frames they found most instructive.
4. Lead a class discussion of the question, What did you learn from the filmstrip that you did not know before you viewed it?

5.5.S

In this supplementary activity, students will make a table and a graph showing population growth in Jakarta. They will use **Worksheet No. 25.**

1. Students who made tables and graphs in Activity 2.5.S might add to them using data in Chapter Five, or they might copy their earlier work onto the form on **Worksheet No. 25** and complete the graph.
2. For students who did not do Activity 2.5.S, distribute **Worksheet No. 25.** When the worksheet is completed, lead a discussion of Step 3.

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TEST

The test measures the achievement of objectives listed on pages 7 and 8.

1. Reproduce **Worksheet No. 26.** Note that there are two versions of Part Two: teachers must choose between them. Part Two (A) is for students who need help with reading. Part Two (B) is for able readers.
2. Distribute the worksheet to students. Point out to them that the test has four parts. They should spend no more than 5 minutes on Part One, 10 minutes each on Parts Two and Three, and 15 minutes on Part Four.
3. Time students as they take the test. After 5 minutes, tell them to go on to Parts Two and Three; 20 minutes later, tell them to go on to Part Four.

Instructions for Grading the Essay Questions

Part Two (B)

A good paper would cite similarities and differences as shown in the list on the worksheet. It might also state that the countries are so different in the scale of their economies and populations that the many similarities between them are misleading.

Part Four, the Kampung Improvement Program

A good paper would make many of the following points:

Kampungs in 1950 were characterized by poorly built houses, lack of urban services (water, sanitation, trash collection transportation), few schools or health clinics.

KIP paved roads and footpaths, installed drainage and water, built schools and health clinics. Hundreds of kampungs were improved; millions of people benefitted.

KIP residents improved their houses, had easier access to urban services and facilities, felt more secure.

Part Four, Klender

A good paper would make many of the following points:

Klender provided low-cost houses to 8,000 low-income families.

PERUMNAS built basic services and facilities; core houses were made of durable, low-cost materials; purchasers completed them. Core houses have been used in many other cities in Indonesia.

A tour would include community facilities and neighborhoods of core houses.

Grading

Part One	16 points
Part Two	16 points
Part Three	18 points
Part Four	20 points
	70 points

Suggested Scale

70–63 points	A
62–56 points	B
55–49 points	C
48–42 points	D
41 points	F

Script for the Filmstrip, BUILDING AND REBUILDING

(Time: 15:24)

Focus and start sound

1. **TOWARD A BETTER WORLD** **World Bank Educational Materials**	
2. **Ruins of Ephesus**	*First voice* Ruins—all over the world—are evidence that cities have been part of the human story for thousands of years.
3. **World map with cities labeled**	There were many great cities in antiquity—Xian, Delhi, Rome, Athens; later on Baghdad, Timbukutu, Machu Pichu. While many people lived in these great cities, and many others . . .
4. **Village landscape**	. . . many more people lived in villages surrounded by fields and pastures where they farmed.
5. **17th century print of a town**	Many changes began to take place in Europe in the 1700s. An important one was that population increased, and many people moved to towns and cities. Other changes took place: farmers produced more, industries grew up . . .
6. **18th century print of a city**	. . . trade flourished, new ideas formed. There were more cities, and the number of urban people increased.
7. **New York City**	Today, there are many cities in the world—a dozen with 10 million or more people, hundreds with more than a million. And there are thousands of smaller cities and towns.
8. **Slide 7 with overlay: Urbanization**	Urbanization is the process by which a society changes from being mainly rural to being mainly urban. By 1950, that process had taken place in European countries, the United States, Canada, and Japan. In those countries, the number of urban people was much greater than the number of rural people.
9. **Graphic: Rural/urban population in developing countries, 1980**	Urbanization did not begin in developing countries until after the Second World War. In the mid-1980s, the developing countries as a group still had many more rural people than urban people.

10. Graphic: **Slide 9 with data for 2000 added**	But urban population is growing rapidly in developing countries. By 2000, nearly half their people will be urban. Urbanization is taking much less time in developing countries than it took in today's industrial countries.
11. Urban landscape, Calcutta	Today, there are many cities in developing countries that look like those in industrial countries. In those cities, many people are comfortable and well-off. But most people are not well-off. Cities in developing countries are different from those in industrial countries because they are growing so rapidly.
12. Slum housing, India	Beyond the skyscrapers and highways in those cities, millions of people live in poverty, in houses made of temporary materials clustered in crowded slums. They lack the transport facilities that would enable them to get to jobs in other parts of their city. They have little electricity, water, or sewerage.
13. Trash, Lagos, Nigeria	Trash piles up. Disease spreads. There is little education and training that would give people the skills they need for urban jobs . . .
14. Low-income employment, India	. . . so they work at jobs that pay very little.
15. Slide 14 with overlay: **Poverty** **Makeshift houses** **Inadequate urban services** **Inadequate education and health care**	These problems are present in all cities in all developing countries. They are difficult to deal with because the needs of developing countries are so great and their resources are so strained. Even so, developing countries are taking steps to improve urban living conditions.
16. Map of Indonesia with Jakarta indicated	This program is about two such efforts in Jakarta, the capital city of Indonesia.
17. Title slide: **Slide 16 with overlay** **Building and Rebuilding**	It tells about building houses that low-income families can afford to buy, and about rebuilding urban facilities to upgrade slums.
18. Portrait	*Second voice* Indonesia is a nation of many peoples who live on a series of islands south of the Asian mainland.
19. Portrait	The islands extend about 3,000 miles from east to west.
20. Portrait	Indonesia's 156 million people make it the fifth country in the world in population.

21. Borobudur	Since ancient times, Indonesians have had close ties to other parts of the world. Indian art, literature, and religion are part of Indonesia's heritage.
22. Mosque	Arab traders took their religion and way of life to Indonesia in the 1300s, enriching Indonesia's culture.
23. 17th century print of trading ship	Europeans traded with Indonesia beginning in the 1500s. They carried cinnamon, cloves, and pepper to Europe. The Dutch gained control of Indonesia in the early 1600s and remained there until the country became independent in 1949.
24. Dancers and gamelan orchestra	Indonesians have a rich tradition of dance and music . . .
25. Puppets	. . . and of plays that are performed by puppets in front of a light that casts the shadows of the puppets on a screen.
26. Batik	For centuries, Indonesians have produced beautiful batik. They do it by applying wax to cloth in an intricate design, dying the cloth, and removing the wax. Then they repeat the process for other elements of the design.
27. Rice farming	Most Indonesians are farmers. Their most important crop is rice. They have learned in recent years to use better farming methods so that they now produce enough to feed all the people of the country.
28. Oil	Oil provides exports and power for Indonesia's growing industry. Oil exports—and other exports—have helped Indonesians raise their standard of living since independence. But with all its gains, Indonesia is a poor country with severe problems. One of those problems is unacceptable living conditions in cities.
29. Graphic: Indonesia's urban population, 1950, 1970	Indonesia's cities grew rapidly after independence in 1949: their population doubled in 20 years. By the early 1970s, conditions were acute in many cities, especially in Jakarta, the capital city.
30. 17th century map showing Batavia	Jakarta is a port on the north coast of Java. Before Indonesia became independent, it was called Batavia. Dutch traders gave that name to the settlement they built there in the early 1600s.

31. Dutch canals and houses	Batavia was like a Dutch city, laced with canals that were lined with brick houses where Dutch people lived. During the period of Dutch rule, many Indonesians left their villages and went to live in Batavia.
32. A kampung	They built houses very like those they had left behind in their villages. The houses formed small communities and were called *kampungs*, an Indonesian word that means *community*. Kampungs were scattered among the houses and buildings where the Dutch lived and worked.
33. Aerial view of Jakarta showing kampungs	Batavia was renamed Jakarta after independence. By that time it was a city of 5 million people with a population growing by hundreds of thousands each year. Most people in the city lived in kampungs, and most of them were very poor.
34. A deteriorated kampung	The kampungs became crowded and run down.
35. A flooded kampung	They were often flooded during the rainy season.
36. A kampung street	Roads were unpaved. Garbage and waste were dumped into ditches. A few houses had wells—most did not. People carried water for long distances or bought it from water vendors at high prices.
37. Trash	Containers for trash were inadequate and poorly maintained. Sanitary facilities were crude and unhealthy. Disease was common. There were few schools.
38. Betjak drivers	Millions of kampung residents had jobs that paid very little. These drivers of small vehicles made with three bicycle wheels are examples. They earn very little in a day, or a week, or a month. Something had to be done to improve living conditions in Jakarta's kampungs.
39. Officials	*Second voice* In 1969, officials in the city government set up a new program to rebuild the physical facilities of the kampungs—roads and walkways, and water and trash removal systems. The program was experimental and would operate in 89 kampungs. The officials believed that if the city government made certain improvements, kampung people would improve their houses at their own expense.

40. Slide 39 with overlay: Kampung Improvement Program, "KIP"	The program was called the Kampung Improvement Program, or "KIP" for short. It went very well, and in 1974 it was extended to many other kampungs. By that time, officials had decided to build schools and health clinics in the kampungs. In the next 10 years, kampungs all over Jakarta were rebuilt.
41. Meeting of KIP officials and kampung residents	Officials in the KIP Unit of the Jakarta government met with kampung residents in each kampung to discuss plans the officials had drawn up for that kampung. Usually residents suggested changes in the plans. Then final plans were made.
42. Road construction	An important improvement was to pave some of the roads in the kampungs and some of the walkways or footpaths.
43. Drainage ditch	Another improvement was to dig drainage ditches so that kampungs would not flood so easily.
44. Canal	New canals were built, and old canals were upgraded.
45. Water pipe	City water pipes were extended into the kampungs.
46. People at water pumps	Now kampung residents had water pipes that they shared with their neighbors at many locations near their houses . . .
47. Latrine	. . . and they had communal showers, laundry facilities, and toilets.
48. School	New schools were built in kampungs and old schools were modernized.
49. Health clinic	Old health clinics were upgraded and new ones were built.
50. House	Just as city officials had hoped, kampung residents began to improve their houses. They rebuilt walls and floors using more permanent materials than they had used before.
51. House	Some people tore down their houses and rebuilt them from the floor up. Kampung people felt more secure now, even though they might not own the land their houses were built on. They felt that the government would not destroy their houses after having spent so much to upgrade their neighborhoods.

52. Kerosene lamp workshop	People set up small businesses in the kampungs. This workshop makes kerosene lamps, for example. Workshops like this one meant more jobs for kampung people.
53. Aerial view of Jakarta	By the mid-1980s, nearly 5 million people in over 600 kampungs had been affected by the Kampung Improvement Program.
54. Slide 15 with overlay: **5 million people** **600 kampungs** **800 miles of paved roads** **1,000 miles of paved footpaths** **150 miles of water pipe** **other improvements**	Many miles of roads and footpaths had been paved, and many miles of water pipes had been laid. There were many more public water taps, latrines, simple toilets, schools, health clinics, and garbage facilities in Jakarta's kampungs.
55. Urban designer	*First voice* While the city government was operating the Kampung Improvement Program, the national government, too, was trying to improve living conditions in Jakarta. It hired architects to design low-cost houses that could be sold to low-income families who would otherwise live in kampungs.
56. Core house design	The houses would be called *core houses.* Each one would have walls that were shared with neighboring houses, a single room, and an enclosed area that had water. The area would serve as a kitchen and for bathing and would have a simple toilet. Only parts of core houses were built: purchasers would complete the houses at their own expense.
57. Slide 56 with overlay: **Klender**	The government of Indonesia planned a community of core houses in Jakarta in an area called Klender. A government agency bought the land and built the houses, and another provided mortgages. The mortgages for houses in Klender were the first ever issued in Indonesia.
58. Map of Klender	The government agency built roads and walkways and installed a water system. In a wide stretch of land that ran through the heart of the community were schools and health clinics, a fire house, a police station, playing fields, parks, and a movie theatre. Merchants bought land that was set aside for markets. The rest of the land was divided into house lots.

59. A core house	Core houses were built on all but a few house lots. Their walls and roofs were of inexpensive but durable materials to keep prices low
60. Core houses under construction	Eight thousand core houses were built in Klender, and all of them were sold to low-income families.
61. Klender street view	To be eligible for a core house, a family's income had to fall within a certain low range, and family members had to have steady jobs so they could make monthly payments on the mortgage.
62. Klender house	Purchasers added rooms to their core houses, built decorative walls, and planted gardens.
63. Klender house	Houses along Klender's streets took on the air of their owners.
64. School children	By the mid-1980s, Klender was a community of 40,000 people.
65. Composite slide: KIP/Klender	*Second voice* What do the Kampung Improvement Program and Klender add up to? They add up to millions of people living in better conditions in Jakarta's kampungs, and 40,000 people who are well housed outside kampungs. And they add up to changes outside Jakarta.
66. KIP in Denpasar	In the mid-1980s, there are KIP programs in more than 200 cities and towns in Indonesia.
67. Slum upgrading, Madras	And the idea of improving slums being put to use in many developing countries—in India, for example.
68. Core houses in Solo	Core houses like those in Klender are being built in nearly 100 places in Indonesia. These are in the city of Solo in Central Java.
69. Sites-and-services, Madras	In many cities in Africa and Asia, low-income families are buying houses that are even simpler than those built at Klender and are adding to them. This one is in Madras in South India.
70. Sites-and-services, Lusaka, Zambia	In some places, people buy only land equipped with water, roads, and sanitation. Then they build an entire house themselves. Such arrangements are called *sites-and-services.*

71. **Graphic:** **Slide 29, with data for 1990 added**	But urban population is growing so rapidly in Indonesia—and in all developing countries—that many steps are needed to improve urban life. Programs like KIP and Klender help, but they are not enough.
72. **Rural landscape**	One step is to improve rural conditions so that people will have greater opportunity in the countryside and will be less likely to move to cities.
73. **Population education**	Another step is to reduce population growth throughout the country.
74. **Water pipe**	And in cities, steps are needed to improve urban services. Urban people must have more water, and better transportation, sanitation, and trash collection.
75. **Graphic:** **Better urban services** **More urban jobs** **More education and training** **More health facilities**	They must have jobs and the training they need for those jobs. They must have more schools and better health care.
76. **Slide 16**	Rapid urbanization will challenge Indonesia—and all developing countries—for many years to come.
77. **Slide 16 with overlay:** **Produced at the World Bank** **Washington, D.C.** **Copyright 1986 IBRD/World Bank**	

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WORKSHEETS

1.	Finding Out about Indonesia	Activity 0.1
2.	Comparing Indonesia and Your Country	Activity 0.2
3.	Social and Economic Indicators for Indonesia and Australia, Canada, New Zealand, and the United Kingdom	Activity 0.2
4.	Learning about the Indonesian Economy	Activity 0.3
5.	Discussing the Indonesian Economy	Activity 0.4
6.	Showing Indonesia's Urban Population in Pie Charts or a Graph	Activity 0.5
7.	Looking at Trends and Averages	Activity 0.6.S
8.	Learning about the Developing Countries and Their Cities	Activity 1.2
9.	Discussing the Developing Countries and Their Cities	Activity 1.3
10.	Deciding about Urban Activities	Activity 1.4
11.	Learning about Jakarta	Activity 2.2
12.	Discussing Jakarta	Activity 2.3
13.	Viewing the First Half of the Filmstrip, *Building and Rebuilding*	Activity 2.4
14.	Learning about a Kampung Family	Activity 3.1
15.	Discussing the Life of a Kampung Family	Activity 3.2
16.	Dramatizing Trini's Life	Activity 3.4
17.	Planning Improvements for a Kampung	Activity 3.5.S or Activity 5.3
18.	Learning about Klender	Activity 4.1
19.	Discussing Klender	Activity 4.2
20.	Dramatizing Santoso's Life	Activity 4.4
21.	Designing a Community of Core Houses on Bali	Activity 4.5.S or Activity 5.3
22.	Learning More about KIP, the Klender Project, and Other Urban Programs in Indonesia	Activity 5.1
23.	Discussing KIP, the Klender Project, and Other Urban Programs in Indonesia	Activity 5.2
24.	Viewing the Last Half of the Filmstrip, *Building and Rebuilding*	Activity 5.4
25.	Graphing Jakarta's Population Growth	Activity 5.5.S
26.	Test	

Worksheet No. 1, page 1
Activity II-1

FINDING OUT ABOUT INDONESIA

1. Using a pencil, label as many of the following places as you can on the map below. This is not a test: you will have an opportunity to correct your labels.

Bodies of water

Indian Ocean
Java Sea
Philippine Sea
South China Sea

Countries

Australia
Brunei
Burma
Democratic Kampuchea
Lao People's Dem. Republic
Malaysia
Papua New Guinea
Philippines
Singapore
Thailand
Vietnam

Indonesian territories

Irian Jaya
Jakarta
Java
Kalimantan
Suliwesi
Sumatra

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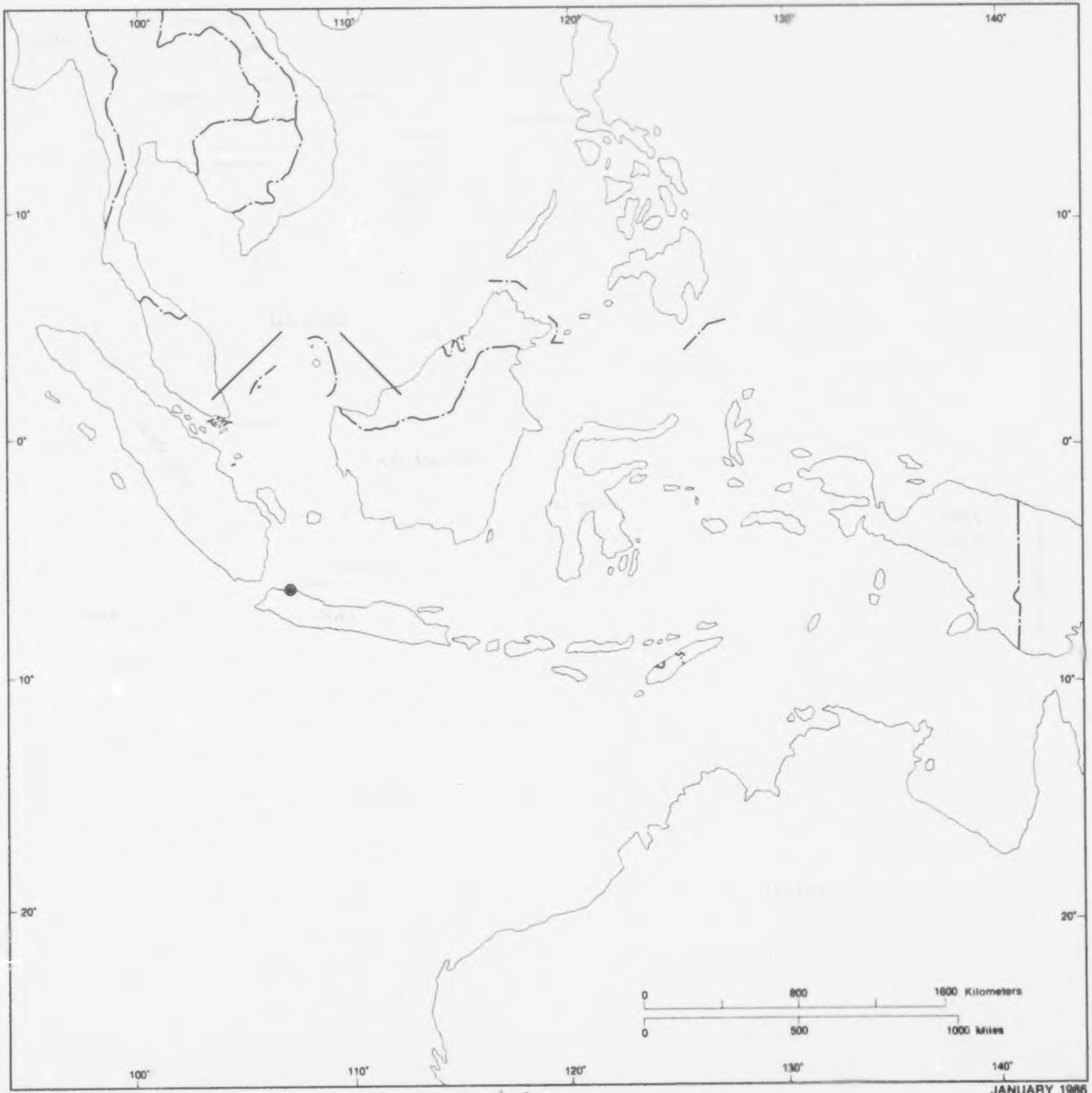

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2. Draw a line on the map to represent the equator. What does the location on the equator tell you about the climate of Indonesia?

   Indonesia has a warm climate.

   ____

3. Using the scale on the map, estimate the distance from the easternmost point in Indonesia to the westernmost point. Write the distance here.

   About [illegible] miles, or [illegible] kilometers

   ____

4. Using the map on the back of *An Economic Summary of Indonesia,* correct and complete the labeling of your map. You are responsible for learning the locations of all the places on the map.

5. Look at the first three statistics on the cover of *An Economic Summary of Indonesia.*

   a. Compare the area of your country with the area of Indonesia.(Divide your country's area by Indonesia's area.) How many times larger is your country than Indonesia, or what percentage of its area is your country's area? ______________________________

   [illegible]

   b. Compare the population of your country with the population of Indonesia. (Divide your country's population by Indonesia's.) How many times larger is your country's population than Indonesia's, or what percentage of its population is your country's population?

   ____

   [illegible]

   c. Compare the projected population of your country in 2000 with the projected population of Indonesia in 2000.
   How many more people will be living in your country in 2000 than are living there today?

   [illegible]

   ____

   How many more people will be living in Indonesia in 2000 than are living there today?

   [illegible]

   ____

6. In the space below, summarize briefly what you have learned about Indonesia from this activity.

   [illegible]

COMPARING INDONESIA AND YOUR COUNTRY

1. The questions below are about standards of living. Guess how you would answer them if you were a typical Indonesian your age. Put checks in the spaces at the left of your answers. You will use the spaces at the right of the answers later.

a. Where do you live? ____________________
__ in the countryside
__ in a town or city

b. What work do your parents do? ____________________
__ farming
__ factory or office work

c. Do you attend school?
__ yes ____________________
__ no

d. Can your parents read and write? ____________________
__ yes
__ no

e. Does a newborn baby have a good chance of living to be 70? ____________________
__ yes
__ no

f. How many babies in a hundred die before they are one year old? ____________________
__ five
__ ten
__ more than ten

g. How many doctors per person are there compared with (the U.S., Australia, Canada, New Zealand, the U.K.?) ____________________
__ about the same
__ about half as many
__ much less than half

h. How many calories worth of food do you eat daily compared with a typical person your age in (the U.S., Australia, Canada, New Zealand, the U.K.?) ____________________
__ about the same number
__ about 2/3 to 3/4 the number
__ about half the number

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i. How much more energy than you use does a typical person use (in the U.S., Australia, Canada, New Zealand, the U.K.?)

___ 10 to 20 times as much
___ 20 to 30 times as much
___ 30 to 40 times as much
___ more than 40 times as much

j. How many times more goods and services than are produced in Indonesia are produced in (the U.S., Australia, Canada, New Zealand, the U.K.)?

____

2. Refer to the statistics on the front cover of *An Economic Summary of Indonesia.* Correct your answers to questions a through j. On the line to the right of each question, write the statistics that provide the answer to that question.

3. A country's *Gross National Product (GNP)* is the value of all the goods and services the country produces in a year. A country's *GNP per capita* is that part of the country's GNP each person in the country would have if the GNP were divided equally among them. *GNP per capita* is sometimes used to compare the standards of living of countries.

GNP per capita is calculated by dividing the country's GNP by its population. Do that calculation for Indonesia in the space below.

Calculate the GNP per capita of some of Indonesia's neighboring countries.

	GNP	Population	GNP per capita
Malaysia	$27,714,000,000	14,900,000	
Papua New Guinea	2,432,000,000	3,200,000	
Singapore	16,550,000,000	2,500,000	
Thailand	40,344,000,000	49,200,000	

4. Indonesia is a developing country and yours is an industrial country. Assume that both countries are typical of their country group. Using the statistics on the front cover of *An Economic Summary of Indonesia,* define a developing country and an industrial country. Then contrast living conditions in the two country groups. You must be able to support each statement you make with statistical evidence.

Good definitions would mention rate of income concentration, educational attainment, the quality of health services, and the level of GNP and GNP per capita. Good descriptions would mention secondary school enrollment, infant mortality, and so forth.

Worksheet No. 3, page 1
Activity 0.2

SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA AND AUSTRALIA

Social or economic indicator	Indonesia	Australia
Land area (square kilometers)	1,919,000,000	7,687,000,000
Population, mid-1983	155,700,000	15,400,000
Projected population, 2000	212,000,000	18,000,000
Proportion of population in urban areas, 1983	24 percent	86 percent
Proportion of workers in agriculture, 1981	58 percent	6 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	108 percent
Proportion of adult population that is literate, 1980	62 percent	100 percent
Life expectancy at birth, 1983	54 years	76 years
Infant mortality rate, 1983	10 percent	1 percent
Persons per physician, most recent estimate	11,530 persons	560 persons
Daily supply of calories per person, 1982	2,393 calories	3,189 calories
Passenger cars per thousand persons, most recent estimate	3.6 cars	478.6 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	4,811 killograms
Gross national product, 1983 (U.S. dollars)	$87,200,000,000	$177,000,000,000
Gross national product per capita, 1983 (U.S. dollars)	$560	$11,490

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SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA AND CANADA

Social or economic indicator	Indonesia	Canada
Land area (square kilometers)	1,919,000,000	9,976,000
Population, mid-1983	155,700,000	24,900,000
Projected population, 2000	212,000,000	29,000,000
Proportion of population in urban areas, 1983	24 percent	75 percent
Proportion of workers in agriculture, 1981	58 percent	5 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	104 percent
Proportion of adult population that is literate, 1980	62 percent	99 percent
Life expectancy at birth, 1983	54 years	76 years
Infant mortality rate, 1983	10 percent	0.9 percent
Persons per physician, most recent estimate	11,530 persons	550 persons
Daily supply of calories per person, 1982	2,393 calories	3,428 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	410.4 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	8,847 kilograms
Gross national product, 1983 (U.S. dollars)	$87,200,000,000	$306,300,000,000
Gross national product per capita, 1983 (U.S. dollars)	$560	$12,310

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SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA AND NEW ZEALAND

Social or economic indicator	Indonesia	New Zealand
Land area (square kilometers)	1,919,000,000	269,000
Population, mid-1983	155,700,000	3,200,000
Projected population, 2000	212,000,000	4,000,000
Proportion of population in urban areas, 1983	24 percent	83 percent
Proportion of workers in agriculture, 1981	58 percent	10 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	81 percent
Proportion of adult population that is literate, 1980	62 percent	99 percent
Life expectancy at birth, 1983	54 years	74 years
Infant mortality rate, 1983	10 percent	1 percent
Persons per physician, most recent estimate	11,530 persons	640 persons
Daily supply of calories per person, 1982	2,393 calories	3,549 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	286 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	2,622 kilograms
Gross national product, 1983 (U.S. dollars)	$87,200,000,000	$24,736,000,000
Gross national product per capita, 1983 (U.S. dollars)	$560	$7,730

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SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA AND UNITED KINGDOM

Social or economic indicator	Indonesia	United Kingdom
Land area (square kilometers)	1,919,000,000	245,000
Population, mid-1983	155,700,000	56,300,000
Projected population, 2000	212,000,000	57,000,000
Proportion of population in urban areas, 1983	24 percent	91 percent
Proportion of workers in agriculture, 1981	58 percent	2 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	102 percent
Proportion of adult population that is literate, 1980	62 percent	99 percent
Life expectancy at birth, 1983	54 years	74 years
Infant mortality rate, 1983	10 percent	1 percent
Persons per physician, most recent estimate	11,530 persons	650 persons
Daily supply of calories per person, 1982	2,393 calories	3,232 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	256.3 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	3,461 kilograms
Gross national product, 1983 (U.S. dollars)	$87,200,000,000	$524,400,000,000
Gross national product per capita, 1983 (U.S. dollars)	$560	$9,200

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Worksheet No. 4, page 1
Activity II.3

LEARNING ABOUT THE INDONESIAN ECONOMY

This worksheet accompanies pages 2 through 7 of *An Economic Summary of Indonesia.*

1. **The following groups have traded with Indonesia over a long period of time and have influenced its history: Arabs, Chinese, Dutch, Europeans, and Indians. Arrange the groups in the order in which they began to trade in Indonesia.**

   Indians, Chinese, Arabs, Europeans, Dutch

2. **Fill in the chart below with information about Indonesia from pages 2 through 4.**

Resources	Agricultural products	Industrial products	Exports	Imports
petroleum fertile soil minerals healthier and better educated people	rice coffee tea vegetables palm oil timber	[illegible] [illegible] [illegible] processed foods [illegible]	petroleum rubber timber coffee tea [illegible] [illegible]	machinery vehicles electronic equipment tools [illegible]

3. **Answer the following question using information in the chart: What features does the Indonesian economy have that help to explain why standards of living are rising?**

   A good [illegible] and natural resources, growing agricultural and industrial production, petroleum and other exports that provide money for imports, and improving health and education of the people.

4. **Fill in the chart below with information from pages 5 through 7.**

Goals of Indonesia's development plans	Examples of activities that advance the goals
To increase agricultural production	Building rural roads
To increase [illegible]	[illegible]
To increase industrial output	Lending to industries
To increase exports	Lending to export producers
To expand education	Training teachers
To expand health services	Training health workers
To relieve poverty of the poorest	Encouraging migration of families

5. **What are the sources of money for Indonesia's development program?**

   Taxes, savings, exports, [illegible]

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Activity 0.3

6. Using the population of Indonesia in 1980 from the chart on page 7, calculate the number of people who would be added to the population in 1981 under the following conditions. (Move the decimal point two places to the left and multiply. Round to the nearest 100,000.)
   - If the population growth rate were 2.6 percent 3,900,000
   - If the population growth rate were 2.0 percent 2,900,000
   - If the population growth rate were 1.5 percent 2,200,000

7. Make notes in the space below for a class discussion of the following questions:
   - Why do you think rapidly growing population is a serious problem for developing countries?
   - What must developing countries do if populations are growing rapidly and standards of living are to rise?

Rapidly growing population is a serious problem because people do not have enough goods and services to begin with. If population increases, there are fewer goods and services to go around. If standards of living are to rise, population growth must slow, and more goods and services must be produced and distributed.

DISCUSSING THE INDONESIAN ECONOMY

This worksheet accompanies pages 2 through 7 of *An Economic Summary of Indonesia.* Make notes for a class discussion of the following questions.

1. What was Indonesia's relationship to other parts of the world up to the beginning of the 20th century?

   Indonesia was a trading partner of China, India, the Arabs, and Europe.

2. What does *economic growth* mean, and why is it important to Indonesia?

   [illegible]

3. What features does the Indonesian economy have that help to explain why its standard of living is rising?

   [illegible]

4. The government of Indonesia has development plans that guide its economic program. State some of the goals of its plans and name an activity that advances each goal.

   [illegible]

5. Using the population of Indonesia in 1980 from the chart on page 7, calculate the number of people who would be added to the population in 1981 under the following conditions. (Move the decimal point two places to the left and multiply. Round to the nearest 100,000.)
   - If the population growth rate were 2.6 percent [illegible]
   - If the population growth rate were 2.0 percent [illegible]
   - If the population growth rate were 1.5 percent [illegible]

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Worksheet No. 5, page 2
Activity II-4

6. What effect does rapid population growth have on the standards of living in developing countries?

   standards of living are likely to fall over time because goods and services must be distributed among more people.

7. What must be done in a country where population is growing rapidly if standards of living are to rise?

   [illegible]

SHOWING INDONESIA'S URBAN POPULATION IN PIE CHARTS OR A GRAPH

This worksheet contains directions for making a series of pie charts or a graph to show Indonesia's urban population as a percentage of its total population.

To Make Pie Charts

1. Use the form on page 3 of this worksheet. The circles represent the population of Indonesia in the six years shown on the chart on page 7 of *An Economic Summary of Indonesia.* Write the six dates on the lines beside the circles, and write the total population of Indonesia for that year below the dates. Why is each circle larger than the one above it?

   Because population increased

2. Using the urban percentages given in the table below, show that percentage for each circle. Start from the radial line at the top of the circle and move to the right. Shade the area of the circle that shows urban population. Complete the chart key.

To Make a Bar Graph

1. Complete the table below. Use the population data in the chart on page 7 of *An Economic Summary of Indonesia.* To calculate urban population, multiply total population by the urban percentage. (Convert the percent to a decimal by moving the decimal point two places to the left.) Round to the nearest 100,000.

	Total population	Urban percentage	Urban population	Urban population rounded
1950	76,700,000	12.4%	[illegible]	9,500,000
1960	91,700,000	14.6%	[illegible]	[illegible]
1970	120,200,000	17.1%	[illegible]	[illegible]
1980	146,300,000	20.2%	[illegible]	[illegible]
1990 (est.)	179,000,000	25.2%	[illegible]	[illegible]
2000 (est.)	212,000,000	32.3%	[illegible]	[illegible]

2. Using the form on page 4 of this worksheet, write 1950, 1960, and so on, on the lines at the left of the form. Write "Millions of people" under the numbers at the bottom of the form.

3.' Shade a portion of each bar to show total population in the year the bar represents. Draw diagonal lines over part of the shaded area of each bar to show urban population. Complete the graph key.

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Worksheet No. 6, page 2
Activity II.5

Interpreting Your Work

1. State three things shown by your charts or graph about Indonesia's population.

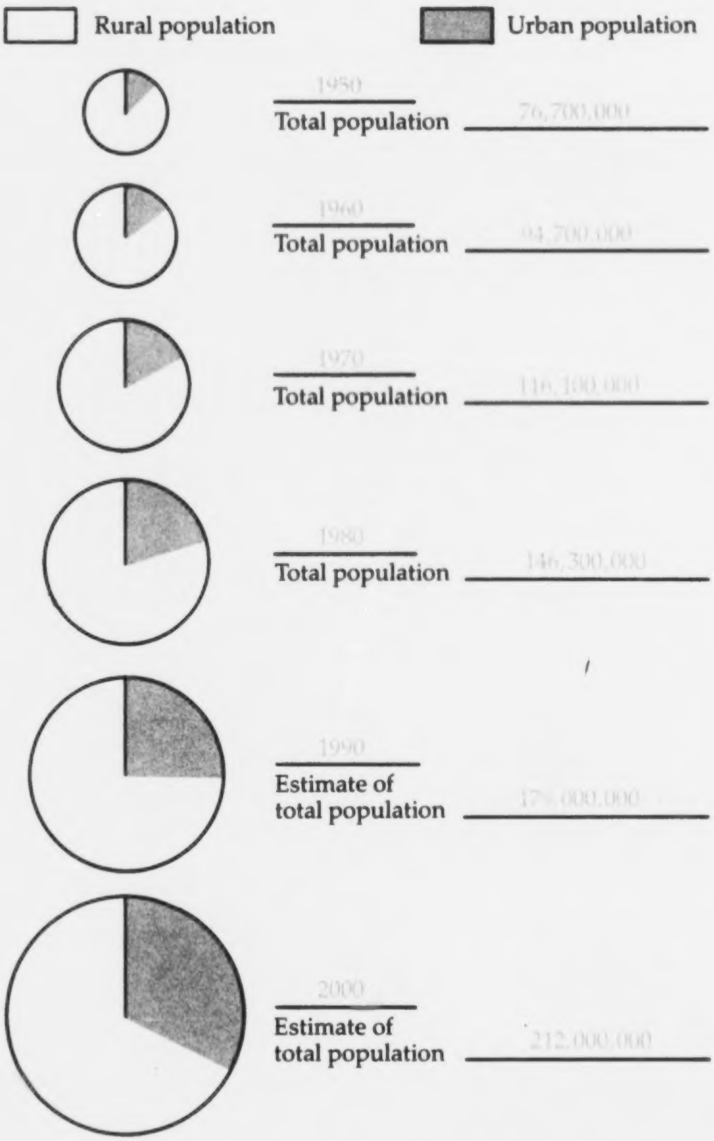
   Indonesia's population is growing; the urban proportion of Indonesia's population is growing; most of Indonesia's population is rural.

2. Do you think Indonesia should use scarce resources to deal with urban problems? Why or why not?

   Students' opinions will differ.

Worksheet No. 6, page 3
Activity 0.5

Indonesia's Urban Population as a Percentage of Total Population



1950
Total population 76,700,000

1960
Total population 94,700,000

1970
Total population 116,100,000

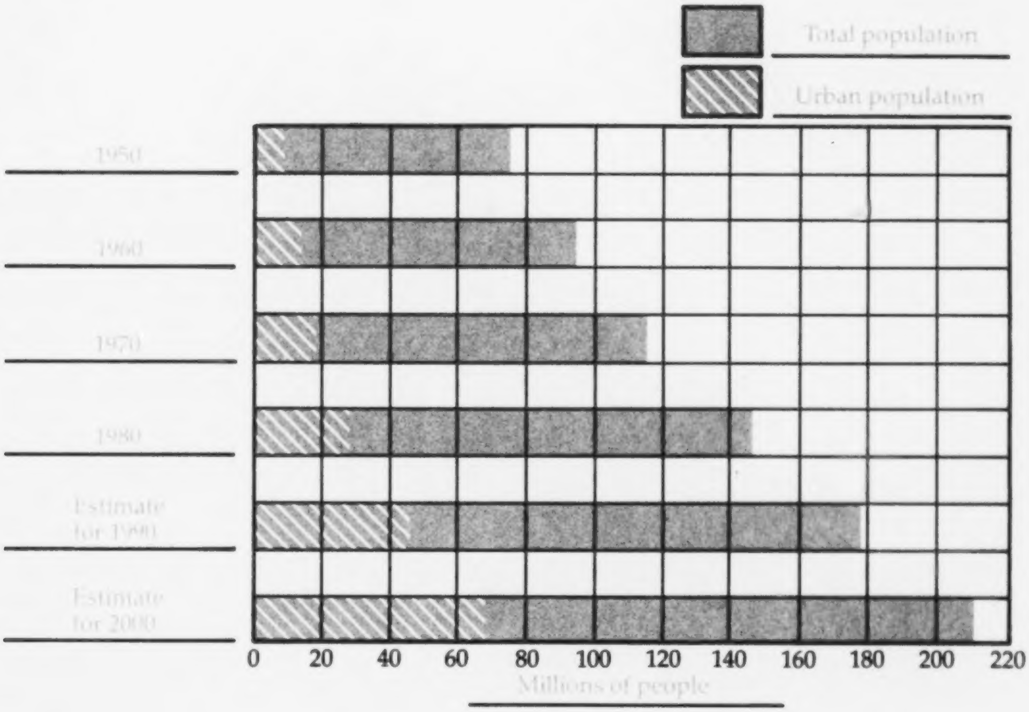
1980
Total population 146,300,000

1990
Estimate of total population 179,000,000

2000
Estimate of total population 212,000,000

Worksheet No. 6, page 4
Activity 0.5

Indonesia's Urban Population as a Percentage of Total Population



Worksheet No. 7
Activity 0.6.S

LOOKING AT TRENDS AND AVERAGES

Study the table below to answer the questions at the bottom of the page. Cite the statistics you use to answer the questions.

	1960	1983		
	Indonesia	Indonesia	Average for developing countries	Average for industrial countries
1. Infant mortality rate	15%	10%	7.5%	1%
2. Life expectancy at birth	41 years	54 years	59 years	75 years
3. Number enrolled in primary school as a percentage of age group[1]	72%	100%	97%	101%
4. Adult literacy rate	39%	62%	56%	99%
5. GNP per capita	$250	$560	$700	$11,070
6. Percentage of the labor force in:				
a. agriculture	75%	58%	63%	6%
b. industry	8%	12%	16%	38%
c. services[2]	17%	30%	21%	56%
7. Merchandise exports per capita	Not available	$146	$127	$1,589

Notes

1. Primary school age is usually 6 to 11 years. When the percentage is above 100, it means that pupils younger than 6 or older than 11 are in primary school.
2. Services include commerce, government, education and health services, and transportation.

1. What do the statistics indicate about the general trend in living conditions in Indonesia between 1960 and 1982?

   Improvement; 1, 2, 3, 4, 5

2. What is the trend in ways of making a living in Indonesia?

   Decline in agriculture; increase in industry and services; 6

3. How would you rank Indonesia among the developing countries in the quality of health services in 1982? in educational attainment?

   No ranking in health services is possible because statistics differ; 1 and 2. Higher than the average in educational attainment; 3

4. How would you rank Indonesia among developing countries in GNP per capita in 1983?

   Lower than the average; 5

5. How would you characterize Indonesia as an exporter in comparison with developing countries?

   Indonesia exports more than the average; 7

6. In what area is Indonesia approaching the performance of industrial countries?

   Primary school enrollment; 3

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Worksheet No. 8
Activity 1.2

LEARNING ABOUT THE DEVELOPING COUNTRIES AND THEIR CITIES

This worksheet accompanies Chapter One, "The Developing Countries and Their Cities," in *Improving Indonesia's Cities*. The chapter is about a process called *urbanization* that is taking place in developing countries. Answer the questions below as you read the chapter.

1. What is *urbanization?*

   It is a process by which a population shifts from being mainly rural to being urban.

2. How does urbanization in the developing countries differ from urbanization in today's industrial countries?

   It is taking place at a later time and much more rapidly.

3. Why is urbanization so rapid in developing countries?

   Population is growing rapidly, and many people are moving to cities from the countryside.

4. How does rapid urbanization affect people's lives?

   Many people are poor and living conditions worsen; the quality of urban life declines.

5. What are developing countries doing to deal with urban problems:

   - Throughout the country?

     They are trying to reduce population growth.

   - In the countryside?

     They are trying to improve rural living conditions.

   - In towns and cities?

     They are helping poor people, improving urban services, and improving conditions in other cities besides the capital.

6. Why are urban problems difficult for developing countries?

   Improving cities is expensive, and resources are strained because people have so many needs.

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DISCUSSING THE DEVELOPING COUNTRIES AND THEIR CITIES

This worksheet accompanies Chapter One, "The Developing Countries and Their Cities," in *Improving Indonesia's Cities*. Make notes for a class discussion of the following questions.

1. What does the term *urbanization* mean? How does the process differ in the developing countries from the process as it occurred in today's industrial countries? Why?

   Urbanization is the process by which a population shifts from being mainly rural to being mainly urban. The process is occurring much more rapidly in developing countries because of population growth and rural-urban migration.

2. Do you think that urbanization is an advantage or a disadvantage to the developing countries? Why?

   Students' opinions will differ. Elicit the comment that urbanization is accompanied by more opportunity and rising standards of living.

3. The chapter states that many developing countries have two goals for their cities—to make them more efficient and to make them more equitable (see page 9). List some of the activities in which developing countries are engaging to solve urban problems in their cities. To which goal is each activity directed? Which activities are directed to both goals?

   The chart below might be developed during the discussion of this question. Put on the chalkboard the outline of the chart, the column headings, and the subheads in the Activities column. Ask students to list activities; write them on the chalkboard. Ask students which column under Goals to check for each activity. For some activities both columns will be checked.

	Goals	
Activities	Efficiency	Equity
Throughout the country: family planning		
In the countryside:		
Farmer training		
Small factories		
Schools and health clinics		
In cities and towns:		
Job training		
Small businesses in slums		
New bus routes		
Labor-intensive technology		
New systems for water, sanitation, and trash collection		
Improvements in housing for the poor		
Schools and health clinics		
Government reorganization		
Urban planning		
Other: Improvements in other cities besides the capital city		

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4. **Why is it difficult for the developing countries to deal with the problems rapid urbanization creates? Do you think they should deal with those problems? Why or why not?**

   Improving cities is expensive, and resources are strained because people have so many needs. Opinions on the second part of the question will differ. Elicit the comment that more than half the population of developing countries is rural.

Worksheet No. 10

Activity 1.4

DECIDING ABOUT URBAN ACTIVITIES

Assume that you are the mayor of a large and rapidly growing city in a developing country. Under your leadership, the city government has adopted three policies that will improve urban life:

- to increase the funds available for urban improvements
- to improve urban services
- to improve the living conditions of the urban poor.

Many activities have been suggested that support those policies. Included among them are ten activities listed below.

Analyze each activity below and identify the policy (or policies) it will advance. Then decide on five activities that you will undertake during the coming fiscal year. The set of activities you decide on must advance all three policies, and it must balance high-cost and low-cost activities.

Prepare the statement you will make to the Mayor's Executive Board presenting your decision.

1. Increase the capacity of the city's water system by building a new pumping station. Extend water pipes into slum areas, and install enough public water taps to serve 100 families per tap. People in slum areas now depend on water vendors for water.

2. Simplify the procedures street vendors must follow to get licenses.

3. Pay the living expenses of local high school graduates who will attend the School of Public Health and the School of Education at a local university. They will be trained as health workers and teachers and will work with slum dwellers after graduation.

4. Send officials in the Bureau of Municipal Revenue to the national university where they will take special courses for government officials from experts in urban finance.

5. Improve bus service: upgrade maintenance and repair facilities, lay out routes that will serve congested residential areas, reserve highway lanes for buses during morning and evening rush hours, and enlarge shelters and terminals.

6. Build an "industrial estate" within easy commuting distance of a large slum area. Supply it with water, electricity, trash removal service, and good connections to other parts of the city. Rent space in the estate to people who own businesses that employ 100 people or less.

7. Widen and pave streets in several slum areas; ensure that street width will accommodate fire engines, trash trucks, and other service vehicles.

8. Increase the tax for owning private automobiles. In congested parts of the city, charge high fees for using private automobiles and prohibit parking of private automobiles during business hours.

9. Upgrade four highways between the downtown area and the outskirts of the city. On both sides of the highways, build sidewalks and lanes for bicycles, rickshaws, and other small vehicles. Build pedestrian bridges at certain intersections.

10. Urge the national government to impose a special tax on businesses that locate in the capital city if they could be located just as well in your city.

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Worksheet No. 11, page 1
Activity 2.2

LEARNING ABOUT JAKARTA

1. Look through Chapter Two, "The Setting," in *Improving Indonesia's Cities*. It is divided into four sections. Write the titles of the sections on the lines below. The first section has no title; "The Early History of Jakarta" may be used.

2. Read each section of the chapter. Then summarize it in two or three sentences in the space below the title.

I. The Early History of Jakarta

In the 1500s the Portuguese controlled the government. The Dutch took over the area in the 1600s and built a city called Batavia.

II. Batavia Grew Slowly; Jakarta Rapidly

In the 1800s many rural families came to Batavia and lived in kampungs. By 1945 some kampungs were crowded and unhealthy. In the 1950s and 1960s Jakarta grew rapidly and kampungs became worse.

III. New Ideas about Urban Problems in Developing Countries

Slums could be improved; houses could be built that low-income families could afford; governments could recover the costs of urban programs.

IV. New Urban Programs for Jakarta

From 1969 to 1974, the Kampung Improvement Program improved 89 kampungs; people improved their houses themselves. In 1974, KIP was extended and a program to build houses for low-income people was set up. The city government would manage KIP and the national government would manage the Klender project.

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Activity 2.2

3. Look at the map of Jakarta on page 21 and answer the following questions.

   1. Using the scale on the map, estimate the distance from east to west and north to south. What are those distances?

      15 miles in both directions

   2. What do the dark green spots on the map represent?

      Kampungs that were improved from 1969 to 1974

   3. What do the gray spots represent?

      Kampungs that were to be improved from 1974 to 1979

   4. Where in Jakarta is Klender?

      Near the eastern boundary of Jakarta

Worksheet No. 12, page 1
Activity 2.5

DISCUSSING JAKARTA

This worksheet accompanies Chapter Two, "The Setting," in *Improving Indonesia's Cities.* Make notes for a class discussion of the following questions.

1. Some dates are given in the column at the left below. In the space at the right of the dates, write the events that occurred in Jakarta during the period at the left.

Late 1500s	Portuguese founded Jakarta
1600s and 1700s	Dutch conquered Jakarta and set up Batavia
1800s	Many rural people migrated to Batavia
1900s	Kampungs began to be crowded
1950s and 1960s	The population of Jakarta grew rapidly
1969–74	Kampung Improvement Program run by the city
1974–76	KIP extended; Klender project begins

2. Look at the photographs on pages 14 and 15 and Table 1 on page 15. Using them as information sources, list the characteristics of a typical kampung in the late 1960s.

Most houses [illegible] electricity, water or plumbing; most built of [illegible] materials; [illegible] [illegible] temporary and permanent materials; roads and lanes [illegible] [illegible] people and [illegible]

3. Name the two urban programs set up in Jakarta in 1974. What activities did each involve? Who was responsible for each program? How were their costs to be recovered?

The chart below is from Activity 2.2, Step 2, [illegible] be displayed in discussing this question. Put the outline of the chart on the chalkboard, the headings for the columns, and KIP and Klender. Ask students to tell [illegible] in the three columns; write them on the chalkboard.

	Activities	Responsible agencies and individuals	Ways of recovering costs
KIP	Pave roads and footpaths Install drainage ditches Lay water pipes Build communal toilets Build schools Build health clinics Collect trash Improve houses	KIP Unit (government of Jakarta) Depts. of Health and Education Cipta Karya (national government) Kampung residents	Raise property tax
Klender	Purchase land Install roads, water, electricity Build schools, health clinics, community facilities Build 8,000 houses Provide mortgages Complete houses	PERUMNAS (national government) National Mortgage Bank Community institutions Community residents	Sell houses

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4. Chapter One in *Improving Indonesia's Cities* states that slum houses in developing countries are usually crowded together and form a ring around cities. Study the map on page 21. How does the pattern of kampungs differ from the pattern described in Chapter One?

    Kampungs are scattered throughout Jakarta.

5. Chapter Two ends by saying that KIP and Klender were watched in Indonesia and elsewhere "with interest." Do you think they were watched also with anxiety and uncertainty? Why or why not?

    Students' opinions will vary. Elicit the comment that the programs were experimental.

Worksheet No. 13
Activity 2.4

VIEWING THE FIRST HALF OF THE FILMSTRIP, *Building and Rebuilding*

1. The first half of the filmstrip has three parts. The boxes below relate to those parts.
2. After viewing the filmstrip, make brief notes in each box about one frame in the filmstrip that increased the understanding you have already acquired in your study. Describe the frame in a few words and explain in a few words how it increased your understanding.

Part One. Urbanization in developing countries

Part Two. Indonesian history and culture

Part Three. The growth of Jakarta

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LEARNING ABOUT A KAMPUNG FAMILY

This worksheet accompanies Chapter Three, "Trini's Story," in *Improving Indonesia's Cities.*

1. Listed below are some years in which important events occurred in Trini's life. In the space at the right, write the event or events that occurred in the year or years at the left.

1930 Trini is born in a village in Central Java.
1955 Trini moves to Jarkarta.
1960s The family has economic difficulties.
1975 early Government officials come to the kampung.
middle Preliminary plans for the kampung are discussed.
late Final plans for the kampung are made.
1976 Kampung improvements are built.

2. Study Figure 2 on page 28 and list the community facilities that existed before the Kampung Improvement Program began.

A school and a health clinic.

3. Study Figure 3 on page 29 and list the improvements that were made under the Kampung Improvement Program. Give quantities when you can.

2 canals dug footpaths paved
3 latrines built 6 water taps installed
roads paved 2 garbage and trash bins built
1 school built

4. In the spaces at the left of the chart below are some of the improvements made in Trini's kampung by the Kampung Improvement Program. In the spaces at the right, state briefly how the improvements affected Trini's family.

Improvements by KIP	Effect on Trini's family
Roads and footpaths paved	It was easier to get around.
Drainage ditches and canals built	There was less flooding during the rains.
Garbage and trash bins built	The kampung was cleaner; people had to work together to keep the ditches clean.
Water taps and latrines built	Water was much more convenient.
School built	Children could walk to school quickly.

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Worksheet No. 14, page 2
Activity 3.1

5. **List some other ways in which Trini's life was affected by KIP and some ways in which her life remained the same.**

She is more confident about the future and has more hope.

The house is crowded and all adults must earn income.

She has the same worries about money, illness, and crowding.

Worksheet No. 15
Activity 3.2

DISCUSSING THE LIFE OF A KAMPUNG FAMILY

This worksheet accompanies Chapter Three, "Trini's Story," in *Improving Indonesia's Cities*. Make notes for a class discussion of the following questions.

1. One of the characteristics of people living in Jakarta's kampungs is that they have close ties to their village. Give examples of this characteristic from Trini's life.

   Kodir's uncle came from the village; relatives often came from the village; kampung houses were like village houses.

2. How do Figure 2 on page 28 and Figure 3 on page 29 differ? How do you think Trini felt when the head of the neighborhood association showed her Figure 3?

   Figure 3 shows changes suggested by kampung residents: more paved footpaths in the market and another water tap in the northeast part of the kampung. Student opinions will vary about the second part of the question.

3. In what ways did Trini's life change because of KIP? In what ways did it remain the same?

   A chart like the following might be developed in discussing this question. Put the outline of the chart on the chalkboard and the headings of the columns. Ask students to list items for the chart and write them on the chart.

Ways Trini's life changed	Ways Trini's life remained unchanged
Easier to get around	House crowded
Less flooding	All adults were wage earners
Kampung cleaner	Same worries—money, illness, crowding
Cooperation to keep ditches clean	
Water more convenient	
Shorter distance to school	
Greater confidence and hope	

4. In your judgment, what is the best feature of the Kampung Improvement Program? What is the weakest feature?

   Students' opinions will differ.

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Worksheet No. 16
Activity 3.4

DRAMATIZING TRINI'S LIFE

You are to plan and perform a play that tells the story of Trini's life. Shown below are six scenes that you should include in the play, a brief synopsis of each, and the cast. Discuss with your classmates what will happen in each scene, plan the production, and give the performance. You need not write a script.

Scene 1. A village in central Java	Trini and Kodir discuss going to Jakarta.
Scene 2. An important day for Trini	Trini opens her warung.
Scene 3. Commotion in the kampung	Officials from the KIP Unit come to the kampung.
Scene 4. A meeting of neighbors	Trini's neighborhood association discusses the preliminary plans for the kampung.
Scene 5. Solving a problem	Trini and her neighbors decide how to keep the drainage ditches clean.
Scene 6. An evening in 1986	Trini and Kodir reflect on their lives.

Cast

Trini
Kodir
Trini's daughter
Trini's son-in-law
Trini's grandchildren (three)
Head of the neighborhood association
Neighbors and warung patrons
KIP Unit officials

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PLANNING IMPROVEMENTS FOR A KAMPUNG

It is 1980, and the kampung west of Trini's kampung is scheduled for the KIP program. The kampung is 22 acres in area and has a population of 3,300. The map on page 2 of this worksheet shows the kampung and Trini's kampung as well. It shows some of the footpaths in the neighboring kampung; they do not all have the same width: a few are wide enough for vehicles.

You are to plan improvements for the kampung. You must make improvements similar to those in Trini's kampung, but you need not make all kinds. And, because the kampung is smaller than Trini's, you will make fewer improvements.

Your supervisor has told you about disputes between kampung residents and officials that arose recently in several kampungs that were to be improved. The residents were angry because KIP officials did not consult them about the changes to be made in their kampung until most decisions had been made. Your supervisor tells you that you may consult with residents before you make plans, or when the plans are nearly complete, as officials did in Trini's kampung. Your first task is to decide what you will do about consulting kampung residents.

You must be as economical as possible in planning your kampung because the city's resources are limited. People in your kampung use many of the facilities in Trini's kampung, so you might begin your assignment by noting them on your map. Use Figure 3 on page 29 of *Improving Indonesia's Cities.* Make a key for your map when you have made your decisions.

You must be able to defend all the decisions you make to the Review Committee in the KIP Unit.

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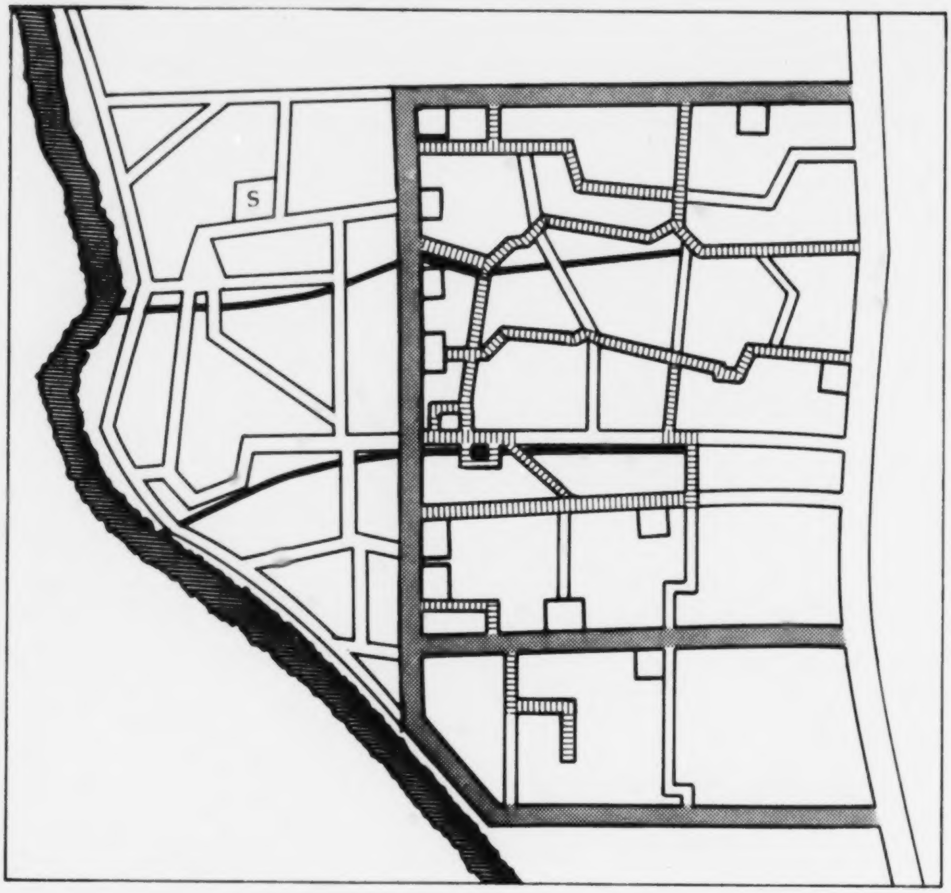
Improved and Unimproved Kampungs in Jakarta



Worksheet No. 18, page 1
Activity 4.1

LEARNING ABOUT KLENDER

This worksheet accompanies Chapter Three, "Santoso's Story," in *Improving Indonesia's Cities*.

1. Listed below are some events that occurred in Santoso's life. In the space at the right, write the year in which the event occurred. For the last event, the date is given; write the event that occurred in that year on the line at the left.

Santoso was born in Banjarmasin.	1950
Santoso moved to Jakarta.	1970
Construction began at Klender.	1976
The first Klender houses were sold.	1978
Santoso and Wati were married.	1980
Santoso and Wati moved into their house in Klender	1983

2. To answer the questions below, study Figure 4 on page 37 and refer to the conversation between Santoso and the worker on pages 36 to 38.
    1. What would you expect to see if you walked through the area of Klender that is white in Figure 4?

       Markets, shops, schools, open fields, a community center, and so on.

    2. What would you expect to see if you walked through the area of Klender that is light green on Figure 4?

       Core houses and footpaths

    3. What would you expect to see if you walked through the area that is dark green on Figure 4?

       Complete houses

3. Look at Table 3 on page 42. How did Santoso know, by looking at the table, which house PERUMNAS would permit him to buy?

   His monthly income was 32,000 rupiah; he could spend no more than 25 percent of it on payments for the house

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4. Make a list of ways in which purchasers of Klender houses changed their houses. Look at the photograph on page 39 and reread pages 39, 43, and 44.

Planted flowers and trees; built walls, rooms and porches
____

____

____

5. The list below consists of some steps that officials took before the Klender houses were built. The steps are scrambled. On the lines to the left of the steps, write the number 1, 2, or 3 to show the correct order. Review the conversation between Santoso and the worker on page 37, and refer to page 17 in Chapter Two.

2 Decided the proportion of its monthly income a family could afford to spend on payments for its house.

3 Designed houses that families with incomes in a certain range could afford to buy.

1 Selected a range of income that families had to have to be eligible for houses.

Worksheet No. 19
Activity 4.2

DISCUSSING KLENDER

This worksheet accompanies Chapter Four, "Santoso's Story," in *Improving Indonesia's Cities.*

1. **Briefly summarize Santoso's life.**

   He was born in [illegible], moved to Jakarta at 23, [illegible] Klender, and purchased a house there in 1982.

2. **What steps did PERMUNAS take before Klender houses were built that a builder of a community of houses in your country would *not* take?**

   Selected a range of income that families would need to be eligible for [illegible] could afford [illegible] houses [illegible].

3. **Would you have wanted to purchase a Klender house if you had been in Santoso's and Wati's places? Why or why not?**

   [illegible]

4. **Compare Santoso's life with Trini's with respect to:**
   - **Their life stories**
   - **Their stardards of living**
   - **Their attitudes before and after being affected by Jakarta's new urban programs.**

5. **A development project has a stimulating effect on people and organizations that come in contact with it. The effect is called "the ripple effect." Like the ripples made when a pebble drops into a pond, the effects of a project go on and on. For example, a number of Jakarta construction firms got contracts with PERUMNAS to pave the roads in Klender. What effect did those conctracts have on the firms and their suppliers? What were some further effects of those contracts?**

   Make a list of some of the people and organizations that were involved in the ripple effect of Klender, and explain how each was stimulated by Klender.

   Construction firms hired more people and bought more materials from suppliers. The new employees bought more goods and services. The suppliers hired more people and bought more raw materials. The producers of the raw materials produced more, and so on.

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Worksheet No. 20
Activity 4.4

DRAMATIZING SANTOSO'S LIFE

You are going to plan and perform a play that tells the story of Santoso's life. Shown below are six scenes that you should include in the play, a brief synopsis of each, and the case. Discuss with your classmates what will happen in each scene, plan the production, and give the performance. You need not write a script.

Scene 1. A workshop in Banjarmasin	Santoso, his father, and his brother discuss going to Jakarta to live
Scene 2. A visit to Klender	Santoso visits Klender and talks with a worker
Scene 3. Conversation in a kampung	Santoso and Wati decide whether they should apply for a Klender house
Scene 4. The following day	Santoso tells Wati what he learned when he inquired about Klender houses
Scene 5. An office of PERUMNAS (eight months later)	Santoso and a PERUMNAS official make arrangements about Santoso's house
Scene 6. A celebration	Santoso, Wati, their relatives, and their neighbors celebrate the completion of the new bedroom

Cast

Santoso
Wati
A worker at Klender
A PERUMNAS official
Santoso's brother and his family
Wati's aunt and her family
Klender neighbors

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DESIGNING A COMMUNITY OF CORE HOUSES ON BALI

The island of Bali is increasingly popular as an international tourist center because of its lush landscape, its gleaming beaches, and its interesting culture. The city of Denpasar, the capital of the province, is the island's commercial and tourist center. The city attracts many rural people because it offers a variety of employment opportunities—in trade, light industry, handicrafts, restaurants, and hotels. Denpasar's population was 225,000 in 1980 and was growing at 5.6 percent a year.

For several reasons, Denpasar is eligible for a community of core houses built by PERUMNAS. Its population is large and growing rapidly, and it has a shortage of houses for low-income and middle-income families. In addition, the city government has taken steps to improve conditions in the city: it recently extended the water system and set up a city-wide trash disposal system, and a Kampung Improvement Program is under way.

A site has been purchased for the community of 2,500 core houses. As in Klender, all houses will be made of inexpensive materials, and purchasers will complete the houses. Water pipes will be laid along the footpaths, and purchasers will pay for hookups to their houses. Each house will have a simple toilet. Unlike Klender, purchasers may select from four types of houses, and 50 percent of the houses will be for middle-income families. PERUMNAS will make loans to purchasers to enable them to complete their houses and will sell them materials at cost after making bulk purchases.

An analysis of the income level of Denpasar has led to a number of decisions about the community that are shown in the table below. For convenience, all currency amounts are expressed in U.S. dollars. Calculate the totals in column 3.

Monthly income range	Percentage of units	Number of units	Features	Price
$75 to $99	32	______	Type A. 800 sq. ft. lot 1 room	$2,000
$100 to $129	18	______	Type B. 1,200 sq. ft. lot 1 room	$3,000
$130 to $199	30	______	Type C. 1,500 sq. ft. lot 2 rooms	$5,000
$200 to $300	20	______	Type D. 2,000 sq. ft. lot 3 rooms	$6,000

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You are a member of the PERUMNAS Planning Unit responsible for the Denpasar Core Housing Project. You and your colleagues must make the following decisions and present them to others in the Planning Unit for criticism.

1. The four types of houses may be concentrated in four areas of the community, or they may be mixed together throughout it. Which pattern do you recommend? Why? On the map of the site on page 3, show—generally—the pattern you recommend.

2. Listed below are some community facilities to be included in the project. Indicate on the map the location you recommend for each facility. Use the symbols at the right of the list.

1 police and fire station (one building)	P/F
2 primary schools	PS
1 secondary school	SS
2 health clinics	H
1 large market	M
8 small markets	m
5 sheds for workshops	W
10 playgrounds	PG

3. A preliminary estimate of the costs of the project is shown below. Calculate the amounts for each expenditure in the space provided.

Item	Percentage	Amount
Land	20	$2,000,000
Design and supervision	5	500,000
Housing and infrastructure (includes roads, footpaths, water, drainage, electricity)	40	4,000,000
Community facilities	20	2,000,000
Loans for building materials	15	1,500,000
Total		$10,000,000

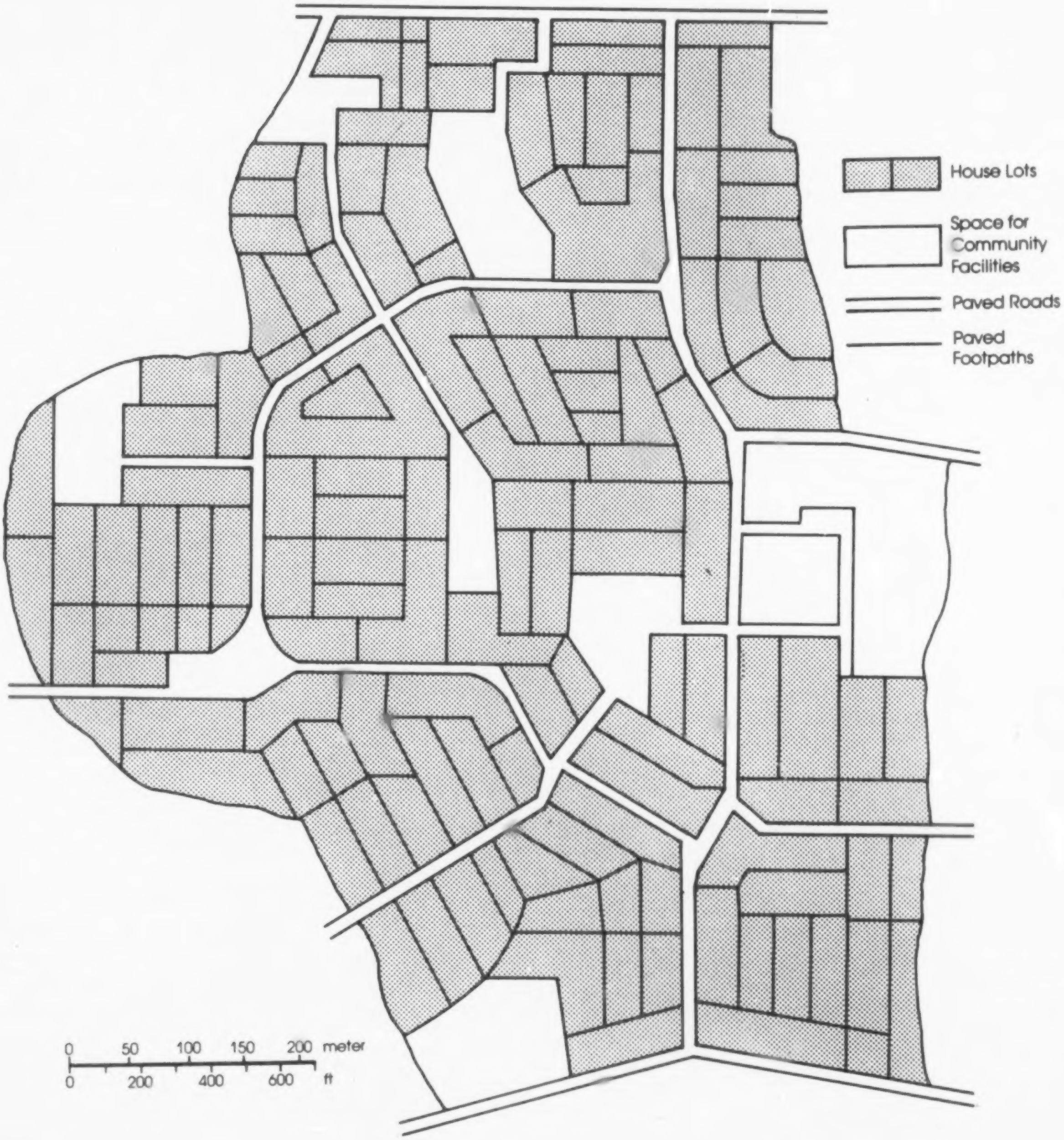
4. PERUMNAS must recover all the costs of the project from the sale of houses. Using the table on page 1 of this worksheet, calculate the total amount that will come from the sale of houses. Use the space below for your calculations. Write the total amount here. $9,700,000
What steps will you recommend so that PERUMNAS will recover costs?

Students' opinions will differ.

5. Many low-income people in Denpasar cannot afford to buy houses in the core housing community. What provisions is the city making to improve the living conditions of these people?

The Kampung Improvement Program.

Map of the Site on Bali



Worksheet No. 22, page 1
Activity 5.1

LEARNING MORE ABOUT KIP, THE KLENDER PROJECT, AND OTHER URBAN PROGRAMS IN INDONESIA

1. Look through Chapter Five, "Summing Up," in *Improving Indonesia's Cities*. It is divided into four sections. Write the titles of the sections on the lines below. The first section has no title; "The Growth of Jakarta" may be used.

2. Read each section of the chapter. Then give the information requested in the space below the titles.

I. The Growth of Jakarta

What does the statement mean, "KIP and Klender are only drops in a bucket that is always getting bigger"?

Jakarta's population is continuing to grow rapidly; more kampungs are developing; more low-income families need houses.

II. The Kampung Improvement Program

List some achievements.	List some problems encountered.
619 kampungs improved. Nearly 3 million people affected. Jobs created. Health of kampung people improved. The program extended to other cities.	Delays because of land purchase. Tensions between officials and residents. Trash and garbage facilities badly maintained. Water inadequate. No changes made in property tax.

III. Klender

List some achievements.	List some problems encountered.
Houses for 8,000 families. Jobs created. Similar projects in other cities. Acceptance of idea of core houses.	Main roads not durable. Water supply inadequate. Delays because of land purchase. Disputes about materials. Delays with mortgages.

IV. Beyond KIP and Klender

Indonesia is taking many steps in addition to KIP and Klender to improve urban life. What are some of those steps?

Long-term plans being developed; water systems, drainage, trash collection being improved; sewers being built; transportation being upgraded; governments being reorganized; improvements being made in rural life; programs operating to slow population growth.

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Activity 5.1

3. Compare the maps on pages 21 and 47. What does the map on page 21 show? What does the map on page 47 show?

    1. Refer to Chapter Two for data to answer the following questions:

        - How many kampungs were improved in 1969–74? 89 ______________________
        - How many were improved in 1974–76? About 89 ______________________

    2. Refer to Table 4 in Chapter Five to answer the following question:
    What proportion of the kampungs improved from 1969 to 1984 was improved in 1969–76? (Divide the number for 1969–76 by the total number; convert the decimal to a percent.)

        180 ÷ 619 = .29 or 29 percent ______________________

DISCUSSING KIP, THE KLENDER PROJECT, AND OTHER URBAN PROGRAMS IN INDONESIA

1. Compare the Kampung Improvement Program and the core housing projects of PERUMNAS with respect to:
   - The number of people affected by the mid-1980s
   - Influence in other Indonesian cities
   - Influence in cities in other countries

2. What do you think was the most important achievement of KIP? of Klender? What do you think was the most important problem each overcame?

3. Pages 9 through 11 in Chapter One of *Improving Indonesia's Cities* describe things the developing countries are doing to deal with urban problems. Recall what you have learned in Chapters Three, Four, and Five. In your judgment, is Indonesia's performance on its urban problems good or poor? Give reasons for your answers.

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Worksheet No. 23, page 2
Activity 5.2

4. Assume that 60 percent of Indonesia's urban population will live in kampungs in 1990, and that 75 percent of kampung residents will have been affected by KIP by 1990. Using population data from *An Economic Summary of Indonesia* and the estimate that 25.2 percent of Indonesia's population will be urban in 1990, make the following calculations:

   - How many people in Indonesian cities will have been affected by the Kampung Improvement Program in 1990?

     179,000,000 × .252 × .60 × .75 = 20,300,000

   - What percentage of Indonesia's total population will have been affected by the Kampung Improvement Program in 1990?

     20,300,000 ÷ 179,000,000 = 11 percent

   - What percentage of Indonesia's urban population will have been affected by the Kampung Improvement Program in 1990?

     179,000,000 × .252 = 45,108,000 ÷ 179,000,000 = 25 percent

Worksheet No. 24
Activity 5.4

VIEWING THE LAST HALF OF THE FILMSTRIP, *Building and Rebuilding*

1. Like the first half of the filmstrip, the second half has three parts. The boxes below relate to those parts.
2. After viewing the filmstrip, make brief notes in each box about one frame in the filmstrip that increased the understanding you have already acquired in your study. Describe the frame in a few words, and explain in a few words how it increased your understanding.

Part Three. The Kampung Improvement Program

Part Four. The Klender Project

Part Five. The effect of KIP and Klender in other cities

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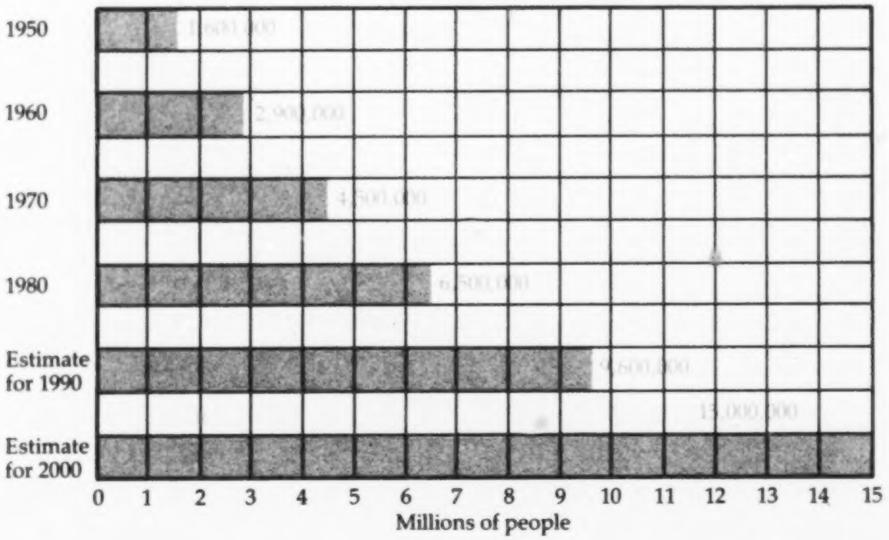
GRAPHING JAKARTA'S POPULATION GROWTH

1. Using the data in Chapters Two and Five of *Improving Indonesia's Cities*, complete the table below. It shows Jakarta's population in 1950 through 1980 and estimates for 1990 and 2000.

1950	p. 13, 1,600,000
1960	p. 13, 2,900,000
1970	p. 20, 4,500,000
1980	p. 20, 6,500,000
Estimate for 1990	p. 46, 9,600,000
Estimate for 2000	p. 46, 15,000,000

2. Using the form below, make a graph showing the data in the table. Write the data in the bars of the graph, using the graph on page 7 of *An Economic Summary of Indonesia* as a model.

The Population of Jakarta



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3. **State two things the graph shows.**

The population of Jakarta has risen steadily since 1890.

The number of people added in any decade is much larger than the number added the decade before.

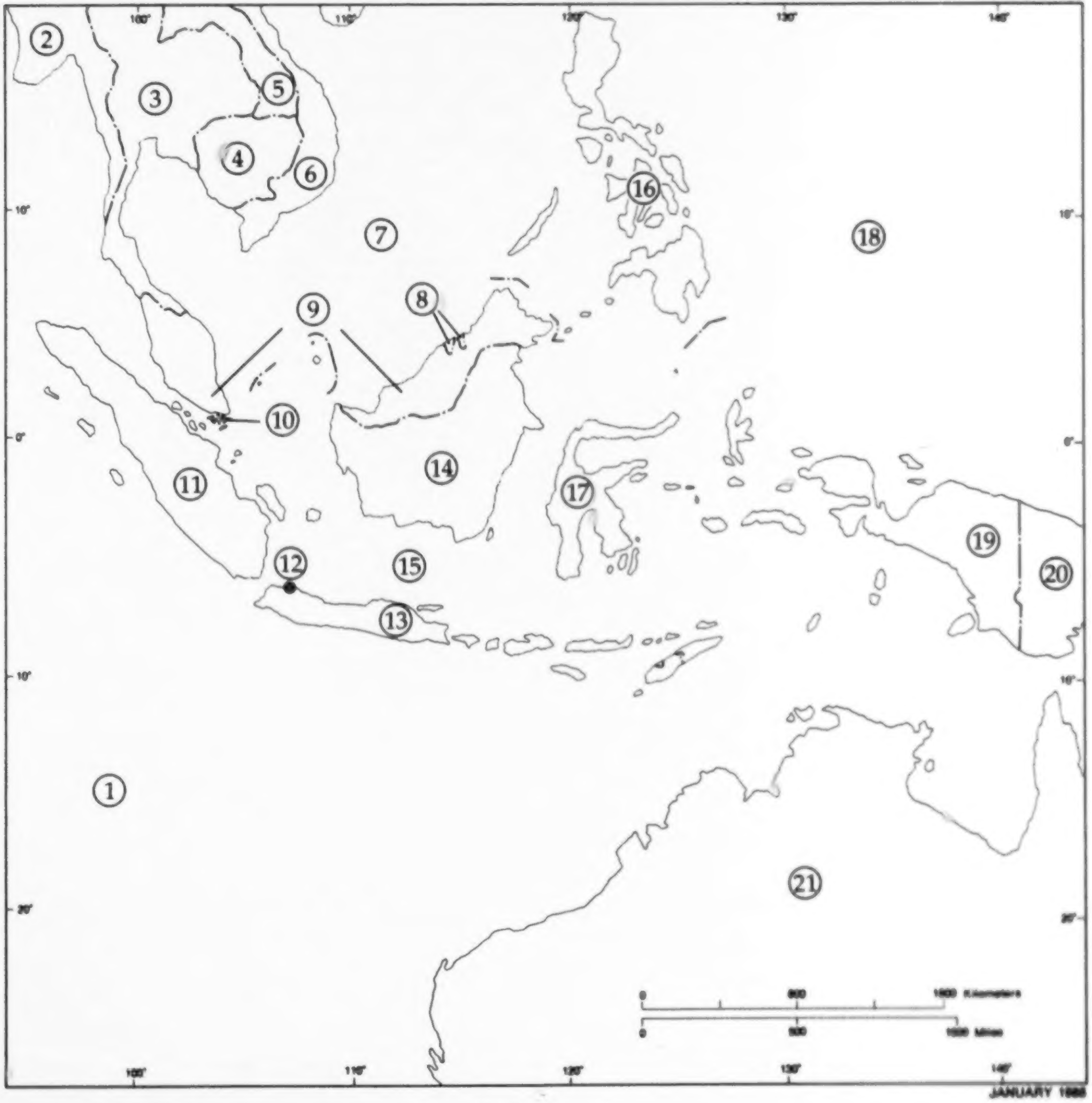
Name ______________________

TEST

Part One (16 points)

The numbers on the map below identify the bodies of water, countries, and Indonesian territories that are listed below. The Indonesian territories are preceded by an asterix (*). For the *six Indonesian territories* and *ten other places,* write the number that shows their location on the map.

____ Australia
____ Brunei
____ Burma
____ Democratic Kampuchea
____ Indian Ocean
____ *Irian Jaya
____ *Jakarta
____ *Java
____ Java Sea
____ *Kalimantan
____ Lao People's Republic
____ Malaysia
____ Papua New Guinea
____ Philippines
____ Philippine Sea
____ Singapore
____ South China Sea
____ *Sulawesi
____ *Sumatra
____ Thailand
____ Vietnam



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____
Name

Part Two (A) (16 points)

The statements below give characteristics of the West African country, Cameroon. Read each statement and decide whether the characteristic makes Cameroon similar to Indonesia or different from Indonesia. The characteristic must be entirely similar or different. Then put a check in the appropriate column at the right.

	Similar to Indonesia	Different from Indonesia
1. Cameroon is located near the equator.	________	________
2. It is a former colony.	________	________
3. Its population is relatively small: 9 million.	________	________
4. Many of its people are farmers or nomads.	________	________
5. People belong to many ethnic groups and speak many languages.	________	________
6. An increasing number of people live in towns and cities.	________	________
7. The capital city is its second largest city.	________	________
8. Cameroon has enough oil to export.	________	________
9. Its main agricultural products are cocoa and coffee.	________	________
10. There is only small-scale industry in Cameroon.	________	________
11. The Cameroon economy grew rapidly in the 1970s but declined in the early 1980s.	________	________
12. Lower prices—for oil and its agricultural exports—will affect its growth in the future.	________	________
13. Cameroon has managed to pay its loans when they were due so it is not heavily in debt.	________	________
14. Its population is growing more rapidly than it used to.	________	________
15. Cameroon started a small population program recently.	________	________
16. It has a small slum upgrading program in its largest city.	________	________

Name

Part Two (B) (16 points)

Read the account below of the economy of Cameroon. In the boxes that follow it, list at least *eight* ways in which Cameroon is similar to Indonesia and *eight* ways in which it is different. *Or,* on a separate piece of paper, write a paragraph that compares the economy of Cameroon with that of Indonesia.

Cameroon is located on the west coast of Africa just north of the equator where the coast bends sharply west to form the hump. Part of Cameroon became independent from France in 1960, the other part from Great Britain in 1961.

Cameroon's people, numbering a little more than 9 million, form many ethnic groups and speak many languages. Most are nomads or farmers and are very poor. An increasing number of people live in towns. The country has two large cities. Yaounde is the capital and has about 600,000 people. Douala, a port on the Atlantic, has a population of nearly a million.

Cameroon's farmers grow enough food to feed the country's people and grow the country's principal agricultural exports—coffee and cocoa. Other important exports are timber and oil. Oil was discovered in 1971 and provides energy and revenue for essential imports. Industry in Cameroon is mostly small in scale and produces clothing, processed food, and beverages.

Cameroon is a very poor country. Its GNP per capita was $880 in 1983. But it has fared better than many of its sub-Saharan neighbors. The economy grew steadily in the 1970s, partly because oil revenues were used in activities that led to further growth. While the country borrowed to pay for growth, it has been able to repay its loans when they were due. An economic decline took place in the early 1980s as a result of world recession. Lower prices for coffee, cocoa, and oil mean that growth in the future is likely to be lower than it was in the 1970s.

So Cameroon faces many problems in raising standards of living. One is that the population growth rate is rising. Another is that people are crowding into towns and cities to escape poverty in the country. The country has recently undertaken a small program to slow population growth and a small slum upgrading program in Douala. Its development activities focus on rural improvement and increasing education and health services in rural and urban areas.

Similarities to Indonesia	Differences from Indonesia

[illegible]

____
Name

Part Three (18 points)

1. In the space at the left of the chart below, list *five* problems that arise when rapid urbanization takes place. In the space at the right, list *five* activities that developing countries undertake to deal with those problems.

Problems	Activities that deal with problems
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
	[illegible]
	[illegible]

[illegible]

2. Urban population is increasing rapidly in developing countries because

[illegible]

3. Dealing with urban problems is difficult for developing countries because

[illegible]

4. The new idea that grew up in the 1960s for dealing with slums was

[illegible]

5. The new idea that grew up in the 1960s about building houses that low-income people could afford to buy was

[illegible]

Name ____________________

Part Four (20 points)

Choose *one* of the following.

1. In 1982, the Kampung Improvement Program in Jakarta received an award from the Aga Khan, the leader of an Islamic sect. The award commended the program for providing basic services to a large number of urban people in a relatively short time and at a relatively low cost.

   Write a newspaper article giving background information about the Kampung Improvement Program. Describe living conditions in Jakarta's kampungs in the 1960s. Then state the steps taken under the Kampung Improvement Program and explain how life changed for kampung residents as a result of the program.

2. Many people visit Klender from other developing countries. You are a member of the staff of PERUMNAS and have been asked to give a group of them a guided tour.

   Write a paper about what you will tell the visitors. Begin by explaining the project's purpose and achievements. Then describe some of Klender's unusual features. Finally, list some of the places you will take the visitors during the tour

TOWARD A
BETTER
WORLD

An Economic Summary of

Indonesia

Social or economic indicator	Indonesia	United States
Land area (square kilometers)	1,919,000,000	9,363,000,000
Population, mid-1983	155,700,000	234,500,000
Projected population, 2000	212,000,000	261,000,000
Proportion of population in urban areas, 1983	24 percent	74 percent
Proportion of workers in agriculture, 1981	58 percent	2 percent
Proportion of population of secondary-school age that is enrolled in school, 1982	33 percent	97 percent
Proportion of adult population that is literate, 1980	62 percent	99 percent
Life expectancy at birth, 1983	54 years	75 years
Infant mortality rate, 1983	10 percent	1 percent
Persons per physician, most recent estimate	11,530 persons	520 persons
Daily supply of calories per person, 1982	2,393 calories	3,616 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	526.3 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	7,030 kilograms
Gross national product, 1983	US$87,200,000,000	US$3,309,000,000,000
Gross national product per capita, 1983	US$560	US$14,110

Indonesia is an archipelago of 13,000 islands in southeast Asia. Three islands (Sumatra, Java, and Sulawesi) and parts of two others (Kalimantan and Irian Jaya) account for 90 percent of the country's land. The landscape varies from island to island and includes volcanic mountains, tropical rain forest, fertile plains and uplands, and lowland swamps.

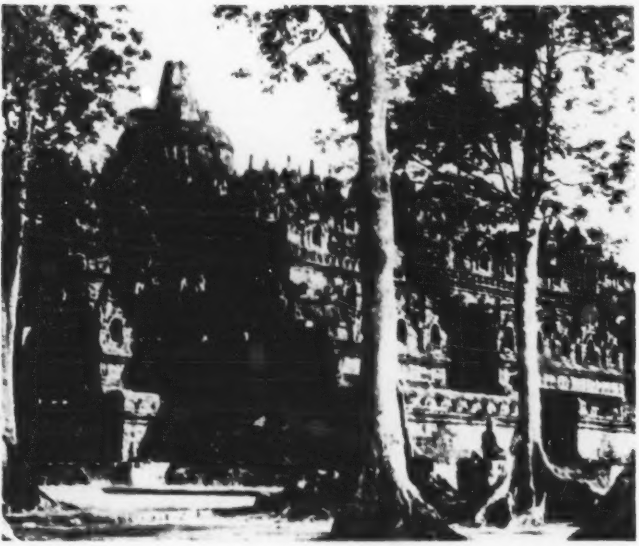
Cultural and economic ties between Indonesia and the Asian mainland have always been strong. In the first millennium after Christ, Hindu and Buddhist ideas and practices dominated Indonesia, and trade flourished between Indonesia, China, and India. In the 1300s, Arab traders brought Islamic traditions to Indonesia and carried Indonesian products back to the Mediterranean. Cloves, pepper, and cinnamon grown in Indonesia attracted European traders in the 1600s. By the 1700s, the Dutch controlled most of Indonesia, and the islands remained under Dutch control until the middle of the twentieth century.

Indonesia became independent in 1949. The first president, Sukarno, had been a leader of the independence movement and served as president until 1967. The last years of his rule were times of unrest throughout Indonesia. Order was gradually restored under his successor, Suharto.

Among the countries of the world, Indonesia ranks fifth in population. The Indonesian people comprise hundreds of groups, each with its languages and customs. The largest group, the Javanese, make up half the population of the country. Other large groups are the Sundanese in western Java and the Batak on Sumatra.

The Indonesian Economy

The living conditions of the Indonesian people have improved since independence. One of the reasons is that the country produces high-quality oil for sale on the world market. Despite the improvement, millions of Indonesians still are hungry and illiterate; many are unemployed or have jobs that pay little. With a large population that is growing rapidly, the economy is being pressed to provide



Mattiebelle Gittinger

Borobudur, a Buddhist temple located in central Java, was built in the 700s. Carved stone panels on the walls of walkways depict episodes in the life of Gautama Buddha and daily life at the time of the temple's construction. The carvings are like those done in India at the same time, so Borobudur is a reminder of India's influence on Indonesian culture.

the increased goods and services the Indonesian people need.

Indonesia is well endowed with natural resources other than oil. To support agriculture, it has fertile volcanic soil and abundant tropical rainfall. Many lowland areas are easy to farm, and farmland has been extended by building terraces on the slopes of mountains. The main product of Indonesian farmers is rice. They also produce coffee and tea, vegetables and fruits, rubber, and coconut and palm oil. Vast tropical rain forests provide another product—timber.

Indonesia has a variety of mineral deposits—tin, copper, bauxite, nickel, and coal—and many Indonesians work as miners. Most industry is small-scale, producing goods for use in Indonesia: lumber, bricks, cement, cloth, clothing, processed food, and household goods. Larger scale industry has increased during the last decade. For example, a small but growing steel industry provides steel for an increasing quantity of machinery, transport equipment, and beams for construction.

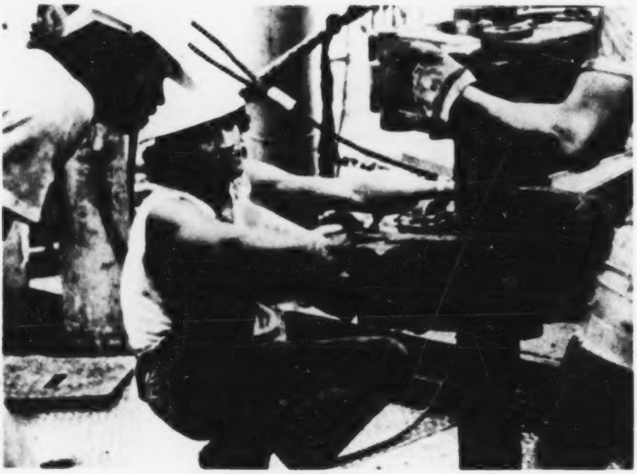
The oil price rises in 1973 and 1978 enabled Indonesia to increase its foreign trade. The added income from oil exports meant more money for imports and investments that spurred growth. Indonesia's principal imports are manufactured goods, vehicles, and construction equipment, and tools and machinery for industry. Rice was imported for many years, but rice imports had almost ended by 1984. Indonesian farmers were able to grow enough to meet the country's needs.

Petroleum accounts for about two-thirds of Indonesia's exports and the government's revenue. Aside from oil, most other exports are agricultural products—rubber, timber, coffee, tea, and palm oil. An increasing quantity of manufactured goods—textiles and plywood, for example—are being exported, too.

People are the most valuable resource of any country. The health of Indonesians is improving: life expectancy at birth rose from 41 years in 1960 to 54 years in 1983. Educational opportunity is also improving. Most Indonesian children now attend primary school, and the proportion of young people of secondary school age enrolled in school—while still only one-third—is increasing.

Most of the people in Indonesia make a living in agriculture. The principal crop is rice. It is often grown in terraces built on the slopes of hills and mountains.

World Bank Photo Library, Ray Witlin



Betsy Bumgarner

A government company, Pertamina, controls the production of oil—its exploration, extraction, and export. Foreign companies, under contract with Pertamina, carry out many of these activities.

Economic Development

Economic development is the process the developing countries engage in to improve the living conditions of their people. It involves producing more goods and services and distributing them more evenly.

Since the late 1960s, economic development in Indonesia has been guided by five-year development plans. All the plans have had the same goals: increasing physical infrastructure, agricultural and industrial production, and exports; expanding health services and education; and relieving the poverty of the poorest people.

Many activities are under way in Indonesia to advance these goals. Examples are building roads that link villages, towns, and cities, and increasing farmland—by draining swampland on Sumatra, for example. Industries are receiving loans, especially those that produce exports. Educators are updating textbooks. Health workers are learning to give basic health care in rural and urban areas. And poor farm families on Java, which is densely populated, are being encouraged to move to islands that are sparsely populated. There they receive land along with health services, education, and training in growing local crops.

How does Indonesia pay for the activities that advance economic development? Most of the costs are met from savings, taxes, and income from exports. In addition, the government receives grants and loans from international institutions and the governments of industrial countries. And commercial banks in other countries lend to Indonesia for development projects. As an oil importer, Indonesia has not borrowed heavily for development, and it has been able to meet interest payments and repay loans.

As a result of the investment of Indonesian resources and help from outside groups, the economy grew rapidly in the 1970s. Growth was very slow in the early 1980s: oil and other exports fell off because of the world recession. A moderate recovery followed in the mid-1980s. But lower oil prices and other factors in the world economy will create difficult conditions during the rest of the decade.

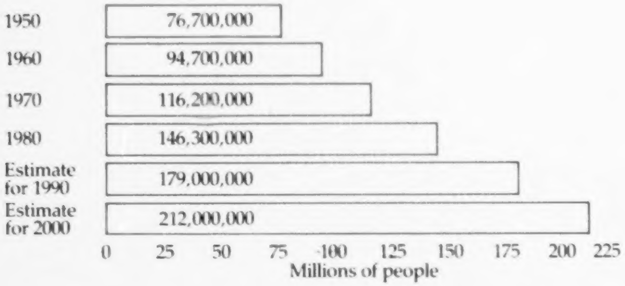
Indonesia faces some big problems. One is that the economy depends on oil. The government is taking many steps to reduce that dependence: promoting other exports is an example. Another grave problem is the rapid growth of population. Population nearly doubled between 1950 and 1980 and is likely to rise by another 70 million by 2000.

The government of Indonesia has had a national population program since 1969, with special efforts on Java. Sixty-five percent of the Indonesian people live on Java, where the average number of people per unit of land is among the highest in the world. The program offers family planning services and better health care for mothers and children. Also under the program, parents are being encouraged to send their daughters to school: the more education a woman has, the fewer children she is likely to have.

As a result of the program, Indonesia's population growth rate declined from 2.6 percent in 1970 to 2.1 percent in 1980. Nearly 60 percent of Indonesia's married couples now practice family planning, a higher percentage than in most developing countries. And nearly 95 percent of the girls of primary school age are now in school. But this successful program must reach even further into Indonesian life.

An important aspect of Indonesia's population problem is the rapid growth of towns and cities. In 1950, about 9 million people lived in towns and cities. In 1980, the number had tripled—to nearly 30 million. The country's urban population is expected to continue to grow rapidly during the rest of this century and beyond.

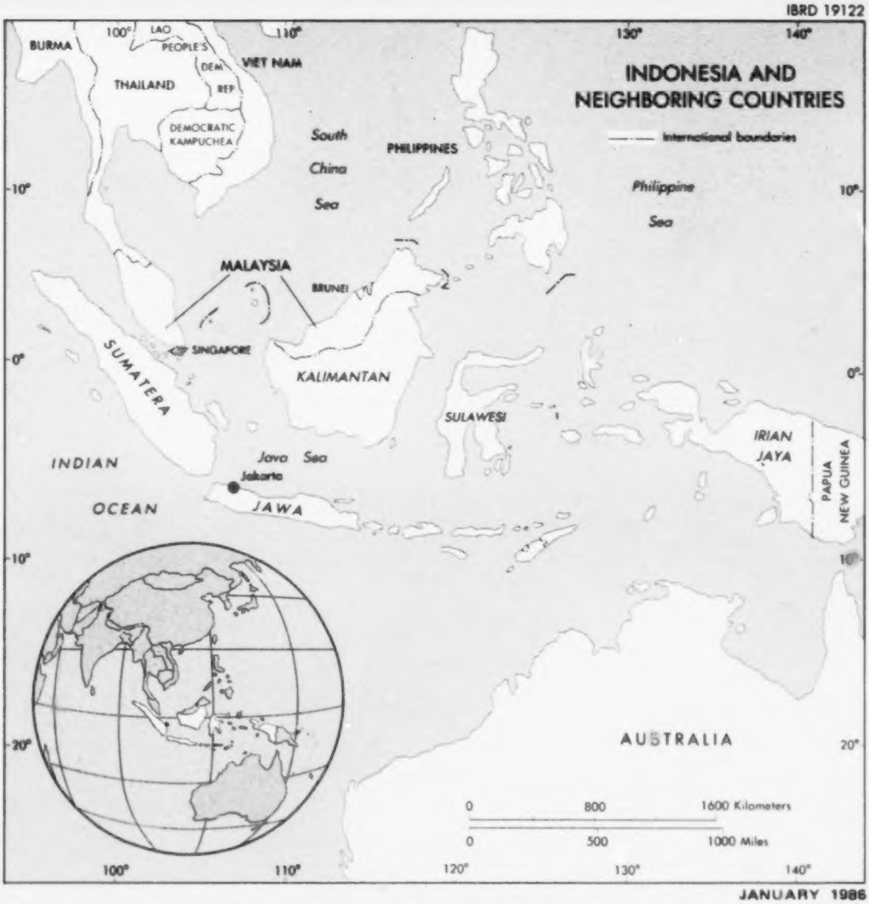
The Population of Indonesia



Urban growth accompanies economic development and leads to further development. Cities attract industries and other economic activities that produce needed goods and services and provide needed jobs. But when urban growth is rapid, severe problems develop. Urban services—such as water supply, roads, public transportation, sanitation, and trash removal—deteriorate and become inadequate. And many people live in poverty.

The costs of dealing with urban problems are high, and the resources for dealing with them are limited. Even so, Indonesians are improving urban services, upgrading slums, providing houses for low-income families, and building more schools and health facilities in slum areas.

Economic development in Indonesia in the years ahead depends on three things: speeding up economic growth, curbing population growth, and taking special steps to alleviate poverty. The Indonesian economy has performed well in the past, but even greater effort will be required to maintain growth in the future.



Note: The terms Jawa and Sumatera are Indonesian usage; Java and Sumatra are international usage.

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